

This term in FRENCH we will be learning about Free-time

		Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E					
	S K I L L S & A P P L I C A T I O N	<p>Listening</p> <ol style="list-style-type: none"> respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning. respond to a range of passages including authentic material. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand spoken language including some more extended passages. identify overall messages, key points, details and opinions with reasons. respond to a range of passages in familiar contexts and some less familiar contexts. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand longer passages of spoken language. identify key points, some details and opinions. respond to a range of passages in familiar contexts. 	<ol style="list-style-type: none"> identify key points and simple opinions in short spoken phrases/sentences. pick out some details. respond to passages in very familiar contexts. respond to passages of straightforward, basic, familiar language.
	<p>Reading and translation</p> <ol style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning. Be able to identify different time frames accurately. respond to texts which include more complex language and less familiar vocabulary. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. Be able to identify different time frames accurately when reading. respond to texts which include some complex language and some less familiar vocabulary. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand longer texts. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details.& respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary. translate into English a passage containing a range of common language structures, but with limited success 	

This term in FRENCH we will be learning about Free-time				
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E				
S K I L L S & A P P L I C A T I O N	Writing and translation <ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking <ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted range of vocabulary

This term in SPANISH we will be learning about Holidays (Desconéctate – Las vacaciones)

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
K N O W L E D G E	<p>As with Grades 5-6 and include</p> <ul style="list-style-type: none"> Using sentences with more than one tense 	<p>All content from grade 4 and:</p> <ul style="list-style-type: none"> Understanding percentages Using the imperfect tense Using subordinate clauses with cuando and donde Using interesting vocabulary (veranear, un pinchazo) Using positive and negative phrases, including in the past Creating paragraphs with more than one tense 	<p>As Grades 1-3 and include:</p> <ul style="list-style-type: none"> Other people's activities and opinions in the present tense 3 conjugations of the present tense, regular and irregular 3 conjugations of the preterite tense 2 conjugations of the imperfect tense Understanding large numbers Using negatives 	<p>Discussing holidays</p> <ul style="list-style-type: none"> Activities in the present tense (high frequency verbs) The weather Preferences and opinions Asking questions, and using questions word (Qué, cómo, cuándo) Using the preterite tense first person Booking accommodation – roleplay Discussing a photograph 	
S K I L L S & A P P L I C A T I O N	Listening	<ol style="list-style-type: none"> respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning. respond to a range of passages including authentic material. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand spoken language including some more extended passages. identify overall messages, key points, details and opinions with reasons. respond to a range of passages in familiar contexts and some less familiar contexts. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand longer passages of spoken language. identify key points, some details and opinions. respond to a range of passages in familiar contexts. 	<ol style="list-style-type: none"> identify key points and simple opinions in short spoken phrases/sentences. pick out some details. respond to passages in very familiar contexts. respond to passages of straightforward, basic, familiar language.
	Reading and translation	<ol style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning. Be able to identify different time frames accurately. respond to texts which include more complex language and less familiar vocabulary. Translate into English a passage containing a range of more complex language structures 	<ol style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. Be able to identify different time frames accurately when reading. respond to texts which include some complex language and some less familiar vocabulary. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand longer texts. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details.& respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary. translate into English a passage containing a range of common language structures, but with limited success

This term in SPANISH we will be learning about Holidays (Las vacaciones)					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
SKILLS & APPLICATION	Writing and translation	<ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted range of vocabulary

This term in FRENCH we will be learning about Free-time				
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E				
S K I L L S & A P P L I C A T I O N	Writing and translation	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously.

This term in SPANISH we will be learning about My school and my studies (Mi insti

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>As with grade 5-6 and</p> <ul style="list-style-type: none"> Using direct object pronouns Multi tense sentences Using subjunctive structures, like "si fuera director + conditional" 	<p>As with grade 4 and</p> <ul style="list-style-type: none"> Perfecting adjectival agreement Comparatives, using tan ... como Tenses: imperfect tense 3 conjugations Using sequencers Negatives: nada, nadie, ni ... ni ..., ningún, nunca, tampoco Imperfect and present tenses for comparing then and now Verbs with an infinitive 	<p>As with Grades 1-3 and</p> <ul style="list-style-type: none"> Using desde hace Spotting time phrases during listening tasks Tenses: using 3 conjugations of preterite, present, future 	<ul style="list-style-type: none"> Giving opinions about school subjects Describing the school uniform Using comparatives Describing the school facilities Talking about school rules Talking about an exchange Talking about achievements Asking and answering questions Talking about achievements Tenses: 1st person of preterite, future, present
S K I L L S & A P P L I C A T I O N Writing and translation	<ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted range of vocabulary

This term in Spanish we will be learning about Technology and family relationships (Mi gente)					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
K N O W L E D G E	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> The personal 'a' Conoci a mi mejor amigo ... Using adjectives and adverbs to add interest to speaking Using reflexive to talk about how other people get on with other people 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> Using possessives Using direct object pronouns Form, use and identify the complete present continuous Using a range of connectives (primero, además, también, sin embargo, por otro lado, mientras que, por que, ya que, por lo tanto, así que, en resumen) Recognising similar ideas expressed differently Reflexive verbs for relationships 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> Recall present tense Recall stem changing verbs Using para + infinitive Using reflexive verbs 1st, 3rd persons singular and plural 	<ul style="list-style-type: none"> -Discussing social media and the use of technology -Discussing free time activities -Describing people (adjectival agreement) -Present continuous (1st and 3rd person) -Justified opinions with adjectives -Using reflexive verbs 1st person 	
S K I L L S & A P P L I C A T I O N	Listening	<ol style="list-style-type: none"> respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning. respond to a range of passages including authentic material. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand spoken language including some more extended passages. identify overall messages, key points, details and opinions with reasons. respond to a range of passages in familiar contexts and some less familiar contexts. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand longer passages of spoken language. identify key points, some details and opinions. respond to a range of passages in familiar contexts. 	<ol style="list-style-type: none"> identify key points and simple opinions in short spoken phrases/sentences. pick out some details. respond to passages in very familiar contexts. respond to passages of straightforward, basic, familiar language.
	Reading and translation	<ol style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning. Be able to identify different time frames accurately. respond to texts which include more complex language and less familiar vocabulary. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. Be able to identify different time frames accurately when reading. respond to texts which include some complex language and some less familiar vocabulary. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand longer texts. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details.& respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary. translate into English a passage containing a range of common language structures, but with limited success

This term in SPANISH we will be learning about Free-time (Intereses e Influencias)

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> Using acabar de + infinitive Using "tener ganas de + infinitive" Using and understanding a range of tense to read and write the description of someone's history 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> Using all forms of "soler + infinitive" Using direct object pronouns to avoid repetition Adding "todavía" to sentences that use "ya no" Using "acabo de + infinitive" Referring to different years and things that happened during them 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> Using "suelo + infinitive" Preterite tense, talking about attending a concert Using "ya no" to say "no longer" Using the perfect and imperfect tenses Using adjectives, like algunos, demasiados Using phrases to debate a topic "Prefiero ...porque..." 	<ul style="list-style-type: none"> -Discussing leisure activities – nouns and gender. -Adjectives of nationality -Using and forming jugar -Talking about pocket money -Talking about what you have done -Talking about what you used to do when you were young
S K I L L S & A P P L I C A T I O N	<p>Writing and translation</p> <ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	<p>Speaking</p> <ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted

This term in SPANISH we will be learning about Where I live (Ciudades) Part 1					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
K N O W L E D G E	All content from grades 1-6 plus <ul style="list-style-type: none"> Using irregular conditional verbs describe what you would do if you were the mayor (subjunctive) 	All content from grades 1-4 plus <ul style="list-style-type: none"> Negatives (without definite articles) Using "e" Using the conditional tense to discuss pros and cons about town 	All content from grades 1-3 plus <ul style="list-style-type: none"> Using se puede + infinitive Asking questions in the polite form 	-Discussing places in a town (with lots of, some, many) -Saying what there is and isn't -Asking for and understanding directions -Talking about the problems in a town	
S K I L L S & A P P L I C A T I O N	Listening	1. respond to/understand spoken language including more complex and extended passages. 2. extract information, identify opinions, draw conclusions, infer meaning. 3. respond to a range of passages including authentic material. 4. Be able to identify different time frames accurately when listening.	5. respond to/understand spoken language including some more extended passages. 6. identify overall messages, key points, details and opinions with reasons. 7. respond to a range of passages in familiar contexts and some less familiar contexts. 8. Be able to identify different time frames accurately when listening.	9. respond to/understand longer passages of spoken language. 10. identify key points, some details and opinions. 11. respond to a range of passages in familiar contexts.	12. identify key points and simple opinions in short spoken phrases/sentences. 13. pick out some details. 14. respond to passages in very familiar contexts. 15. respond to passages of straightforward, basic, familiar language.
	Reading and translation	1. respond to/understand written language including more complex and extended texts. extract information 2. identify opinions, draw conclusions, and infer meaning. 3. Be able to identify different time frames accurately. 4. respond to texts which include more complex language and less familiar vocabulary. 5. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.	6. respond to/understand written language including some more extended texts. 7. identify overall messages, key points, details, and opinions with reasons. 8. respond to a range of texts in familiar contexts and some less-familiar contexts. 9. Be able to identify different time frames accurately when reading. 10. respond to texts which include some complex language and some less familiar vocabulary. 12. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.	13. respond to/understand longer texts. 14. identify key points, some details, and opinions. 15. respond to a range of texts in familiar contexts. 16. respond to texts which include common language structures and familiar vocabulary. 17. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies	18. identify key points and simple opinions in short written phrases/sentences. 19. pick out some details.& respond to texts in very familiar contexts. 20. respond to texts of straightforward, basic language structures and familiar vocabulary. 21. translate into English a passage containing a range of common language structures, but with limited success

This term in SPANISH we will be learning about MY TOWN (Ciudades) – Part 2					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
K N O W L E D G E	All content from grades 1-6 plus <ul style="list-style-type: none"> Describing what other people did during their visit 	All content from grades 1-4 plus <ul style="list-style-type: none"> Using “si + present (weather) + future all conjugations Understanding and using the two meanings of “me quedé” 	<ul style="list-style-type: none"> All content from grades 1-3 plus Using the future simple 1st person Using si + present (weather) + future tense Using the polite form Using the 1st person preterite, imperfect and future tenses 	<ul style="list-style-type: none"> Decoding the names of shops Using and understanding prices in euros Using the future simple to describe what you are going to do tomorrow Developing roleplays: buying something in a shop Describing a visit in the past 	
S K I L L S & A P P L I C A T I O N	Writing and translation	<ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted range of vocabulary

This term in SPANISH we will be learning about DAILY LIFE AND CULTURE (De costumbre)

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>All content from grades 1-6 plus</p> <ul style="list-style-type: none"> Avoiding the use of the passive with "se + present" Use expressions followed by an infinitive " para, al, sin, después de 	<p>All content from grades 1-4 plus</p> <ul style="list-style-type: none"> Recall using "soler" Using "estar" and "tener for illnesses Using the passive voice Spotting words that increase and decrease (más de / menos de" Using the preterite tense of reflexive verbs "1st person" Using absolute superlatives (isimo) 	<p>All content from grades 1-3 plus</p> <ul style="list-style-type: none"> Using sequencers when telling a story Using "estar" to describe temporary states Make the distinction between "me gusta and me gustaria" Using quantity expressions Using "antes de and después de" 	<p>Describing mealtimes</p> <p>Talking about daily routine</p> <p>Talking about typical foods</p> <p>Comparing festivals</p> <p>Describing a special day</p> <p>Talking about a music festival</p> <p>Roleplay – ordering in a restaurant and at the doctors</p>
S K I L L S & A P P L I C A T I O N	<p>Writing and translation</p> <ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	<p>Speaking</p> <ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted

This term in SPANISH we will be learning about **EMPLOYMENT (MI TRABAJO)**

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>All content from grades 1-6 plus</p> <ul style="list-style-type: none"> Using a variety of tenses in all conjugations, including the present continuous Using indirect object pronouns: "me apetece / tengo ganas de" Using the imperfect subjunctive: "si pudiera tomarme un año sabático / si tuviera mucho dinero" Talking about a gap year Talking about future plans (using quiero, tengo la intención de, espero, pienso, voy a, me gustaría...) Quando + present subjunctive 	<p>All content from grades 1-4 plus</p> <ul style="list-style-type: none"> Using the conditional to talk about what you would like to do as a job Using "soler" in the imperfect tense Using alternatives to "y": "no solo... sino también, tanto ... como Using a variety of tenses: present, perfect, imperfect and future tenses in the 1st person 	<p>All content from grades 1-3 plus</p> <ul style="list-style-type: none"> Verbs followed by the infinitive: "tengo que / suelo" Using the preterite and imperfect Using "lo + adjective" lo major / peor Using "desde hace" + present tense Using the 24hour clock Recalling the future tenses 	<p>Talking about jobs and personality</p> <p>Describe what you did during your work experience</p> <p>Talking about why language are important</p> <p>Applying for a summer job</p> <p>Discussing plans for the future</p>
S K I L L S & A P P L I C A T I O N	<p>Writing and translation</p> <ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	<p>Speaking</p> <ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency

This term in SPANISH we will be learning about MI PLANETA

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>All content from grades 1-6 plus</p> <ul style="list-style-type: none"> Listening for verbs in the subjunctive Using the subjunctive in commands 	<p>All content from grades 1-4 plus</p> <ul style="list-style-type: none"> Using present and near future together Using the present subjunctive: "es importante que ..." Presenting an argument Using the pluperfect tense Talking about natural disasters Using the imperfect continuous Using grammar knowledge in translation 	<p>All content from grades 1-3 plus</p> <ul style="list-style-type: none"> Using 1st person plural Using the superlative Using "se debería + infinitive" Giving extended reasons Identifying tenses based on time phrases "ahora, en este momento, en el futuro" 	<p>Describing types of houses</p> <p>Talking about protecting the environment</p> <p>Talking about local actions</p> <p>Talking about healthy lifestyles</p> <p>Talking about international sports</p>
S K I L L S & A P P L I C A T I O N	Writing and translation	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously.

This term in SPANISH we will be learning about: Where I live

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
KNOWLEDGE	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> Being able to use different tenses within the same sentence Using the phrase "si fuera alcalde + conditional tense 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Using "donde se puede" Use "tener" and "haber" in the conditional tense 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using 1st and 3rd person "vivir en" Understand when to use SER and ESTAR 	<p>Recall describing myself</p> <p>Talking about types of house and the place where I live</p> <p>Using "vivo en"</p> <p>Talking what you can and cannot do in your town</p> <p>Asking for directions</p> <p>Talking about how much I like my town</p> <p>Talking about my dream town</p>	
SKILLS & APPLICATION	Listening	<p>1. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future</p> <p>2. Transcribe sentences.</p>	<p>3. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future.</p> <p>4. Transcribe short sentences.</p>	<p>5. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future.</p> <p>6. Transcribe short sentences.</p>	<p>7. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future.</p> <p>8. Transcribe short phrases.</p>
	Reading & Translation	<p>1. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>2. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>3. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>4. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future.</p> <p>5. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>6. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>7. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future.</p> <p>8. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</p> <p>9. Use a bilingual dictionary or glossary to look up unfamiliar words.</p> <p>10. Translate simple sentences containing familiar vocabulary into English.</p>	<p>11. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</p> <p>12. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</p> <p>13. Translate simple sentences containing familiar vocabulary and into English</p>

This term in SPANISH we will be learning about: where I live

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	Everything in working beyond and: <ul style="list-style-type: none"> Being able to use different tenses within the same sentence Using the phrase "si fuera alcalde + conditional tense" 	Everything in working at and: <ul style="list-style-type: none"> Using "donde se puede" Use "tener" and "haber" in the conditional tense 	Everything in working below and: <ul style="list-style-type: none"> Using 1st and 3rd person "vivir en" Understand when to use SER and ESTAR 	Recall describing myself Talking about types of house and the place where I live Using "vivo en" Talking what you can and cannot do in your town Asking for directions Talking about how much I like my town Talking about my dream town
	Writing & Translation <ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	Writing & Translation <ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	Writing & Translation <ol style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the future or past as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). 	Writing & Translation <ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).
Speaking	Speaking <ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	Speaking <ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	Speaking <ol style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some questions. Refer to past or future, as well as the present. Use increasingly accurate pronunciation. 	Speaking <ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).

This term in SPANISH we will be learning about: Mi favourite things

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
KNOWLEDGE	Everything in working beyond and: <ul style="list-style-type: none"> Spontaneity in language use 	Everything in working at and: <p>Using the future simple Using and understanding all paradigms of the conjugations</p>	Everything in working below and: <p>Using the present tense in the 1st and 3rd person Using the preterite tense in the 1st and 3rd person Using the immediate future tense in the 1st and 3rd person Using the conditional tense in the 1st and 3rd person Giving opinions + infinitive</p>	<p>Talking about the things that I like and why Talking about the things that I do Talking about films Talking about a past birthday celebration Talking about what I'm going to do tomorrow</p>	
SKILLS & APPLICATION	Listening	<ol style="list-style-type: none"> Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future Transcribe sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future. Transcribe short sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future. Transcribe short sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases.
	Reading & Translation	<ol style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.) Use a bilingual dictionary or glossary to look up unfamiliar words. Translate simple sentences containing familiar vocabulary into English. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.) Translate simple sentences containing familiar vocabulary and into English

This term in SPANISH we will be learning about: My favourite things

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	Everything in working beyond and: <ul style="list-style-type: none"> Spontaneity in language use 	Everything in working at and: <p>Using the future simple Using and understanding all paradigms of the conjugations</p>	Everything in working below and: <p>Using the present tense in the 1st and 3rd person Using the preterite tense in the 1st and 3rd person Using the immediate future tense in the 1st and 3rd person Using the conditional tense in the 1st and 3rd person Giving opinions + infinitive</p>	<p>Talking about the things that I like and why Talking about the things that I do Talking about films Talking about a past birthday celebration Talking about what I'm going to do tomorrow</p>
	<p>Writing & Translation</p> <ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the future or past as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).
<p>Speaking</p> <ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some questions. Refer to past or future, as well as the present. Use increasingly accurate pronunciation. 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion). 	

This term in SPANISH we will be learning about: Jobs

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Everything in working beyond and: Spontaneity in language use</p>	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Continual use of "asi que" and "por eso" Giving a description of what is happening in a photograph 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using "tener que" in the 1st person Using the simple and near future tenses Describing a photograph in one sentence 	<p>Talking about jobs, work that has to be done, what I am like and why a certain job would be great for me</p> <p>Talking about the importance of languages in the world of employment, Describing a typical day in a job, Describing what I would like to be when I grow and how to get there</p>
SKILLS & APPLICATION	Listening	<p>3. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future.</p> <p>4. Transcribe short sentences.</p>	<p>5. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future.</p> <p>6. Transcribe short sentences.</p>	<p>7. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future.</p> <p>8. Transcribe short phrases.</p>
	Reading & Translation	<p>1. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>2. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>3. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>4. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future.</p> <p>5. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>6. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>7. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future.</p> <p>8. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</p> <p>9. Use a bilingual dictionary or glossary to look up unfamiliar words.</p> <p>10. Translate simple sentences containing familiar vocabulary into English.</p> <p>11. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</p> <p>12. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</p> <p>13. Translate simple sentences containing familiar vocabulary and into English</p>

This term in SPANISH we will be learning about: Jobs

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
K N O W L E D G E	<p>Everything in working beyond and: Spontaneity in language use</p>	<p>Everything in working at and: Continual use of "asi que" and "por eso" Giving a description of what is happening in a photograph</p>	<p>Everything in working below and: Using "tener que" in the 1st person Using the simple and near future tenses Describing a photograph in one sentence</p>	<p>Talking about jobs, work that has to be done, what I am like and why a certain job would be great for me Talking about the importance of languages in the world of employment, Describing a typical day in a job, Describing what I would like to be when I grow and how to get there</p>
Writing & Translation	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the future or past as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).
Speaking	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some questions. Refer to past or future, as well as the present. Use increasingly accurate pronunciation. 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).

This term in SPANISH we will be learning about: My Health

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
KNOWLEDGE	<p>Everything in working beyond and: Spontaneity in language use</p>	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Using direct object pronouns in writing and speech Using stem-changing verbs in all conjugations Recall reflexive verbs in all conjugations 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using stem changing verbs in the 1st and 3rd person in present and past Using "doler" Using the impersonal "se debe" and "no se debe" Recall the reflexive verbs in the 1st person 	<p>Talking about diets, fitness and lifestyles, Discussing daily routine, Talking about illnesses and ailments and being at the doctors</p>	
SKILLS & APPLICATION	Listening	<p>1. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future</p> <p>2. Transcribe sentences.</p>	<p>3. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future.</p> <p>4. Transcribe short sentences.</p>	<p>5. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future.</p> <p>6. Transcribe short sentences.</p>	<p>7. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future.</p> <p>8. Transcribe short phrases.</p>
	Reading & Translation	<p>1. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>2. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>3. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>4. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future.</p> <p>5. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>6. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>7. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future.</p> <p>8. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</p> <p>9. Use a bilingual dictionary or glossary to look up unfamiliar words.</p> <p>10. Translate simple sentences containing familiar vocabulary into English.</p>	<p>11. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</p> <p>12. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.)</p> <p>13. Translate simple sentences containing familiar vocabulary and into English</p>

This term in SPANISH we will be learning about: My health

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Everything in working beyond and: Spontaneity in language use</p>	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Using direct object pronouns in writing and speech Using stem-changing verbs in all conjugations Recall reflexive verbs in all conjugations 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using stem changing verbs in the 1st and 3rd person in present and past Using "doler" Using the impersonal "se debe" and "no se debe" Recall the reflexive verbs in the 1st person 	<p>Talking about diets, fitness and lifestyles, Discussing daily routine, Talking about illnesses and ailments and being at the doctors</p>
	<p>Writing & Translation</p> <ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the future or past as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).
<p>Speaking</p> <ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some questions. Refer to past or future, as well as the present. Use increasingly accurate pronunciation. 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion). 	