

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 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' Conocí 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 	<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

Assessments: Y10 Mock exam – all 4 skill areas (Listening, Reading, Writing and Speaking)

Vocabulary: sueño con, antes de, acabo de

This term in SPANISH we will be learning about Family and Relationships and Technology use

	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: The personal 'a' Conocí a mi mejor amigo ...</p> <p>Using adjectives and adverbs to add interest to speaking</p> <p>Using reflexive to talk about how other people get on with other people</p>	<p>All content in Grades 1-4 plus: 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)</p> <p>Recognising similar ideas expressed differently</p> <p>Reflexive verbs for relationships</p>	<p>All content in Grades 1-3 plus: Recall present tense Recall stem changing verbs Using para + infinitive Using reflexive verbs 1st, 3rd persons singular and plural</p>	<p>-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</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 communication 	<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

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	All content in Grades 1-6 plus: <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 	All content in Grades 1-4 plus: <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 	All content in Grades 1-3 plus: <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..." 	-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	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. 	<ol style="list-style-type: none"> Successful communication which would be understood by a native speaker with some clarification. 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

Assessments: Y10 Mock exam - all 4 skill areas (Listening, Reading, Writing and Speaking)

Vocabulary: en mi mundo ideal, ojalá hubiera, hay que, todavía, mi, tu, su

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	All content in Grades 1-6 plus: Using acabar de + infinitive Using "tener ganas de + infinitive" Using and understanding a ragen of tense to read and write the description of someone's history	All content in Grades 1-4 plus: 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	All content in Grades 1-3 plus: 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..."	-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	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. 11. 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

This term in SPANISH we will be learning about (Ciudades) Town and Region – Part 2

	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	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 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 	<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 CIUDADES (Town and Region) Part 2					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
K N O W L E D G E	All content in Grades 1-6 plus: <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 	All content in Grades 1-4 plus: <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 	All content in Grades 1-3 plus: <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..." 	-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	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 De Fiesta					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
KNOWLEDGE	<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 Talking about daily routine Talking about typical foods Comparing festivals Describing a special day Talking about a music festival Roleplay – ordering in a restaurant and at the doctors</p>	
SKILLS & APPLICATION	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 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

Assessments: Mock Exam – Reading, Listening Writing.

Speaking – w/b 28th February – Final mock speaking exam

Vocabulary: *soler, intentar, soñar, me divierte, antes de, decidí, tuve la oportunidad de, acabo de, cuando sea mayor, si fuera hay que, tengo que*

This term in SPANISH we will be learning about De Fiesta

	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 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 **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 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...) Cuando + 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>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 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>

Assessments: Listening, Reading and Writing - w/b 04/04/22

Vocabulary: *leider, trabajar, estudiar,*

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	
SKILLS & APPLICATION	Listening	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 2. Transcribe sentences.	3. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future. 4. Transcribe short sentences.	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. 6. Transcribe short sentences.	7. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. 8. Transcribe short phrases.
	Reading & Translation	1. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. 2. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). 3. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.	4. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future. 5. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). 6. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.	7. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future. 8. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.) 9. Use a bilingual dictionary or glossary to look up unfamiliar words. 10. Translate simple sentences containing familiar vocabulary into English.	11. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. 12. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.) 13. Translate simple sentences containing familiar vocabulary and into English

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"> Write simple sentences referring to the present Write simple opinions with reasons. Use simple and familiar vocabulary structures Identify vocabulary from translations
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: 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 planet

	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"> Extra detail in giving accounts of volunteer work, recalling conditional tense, direct object pronouns Using subjunctive phrases 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using modal verbs PODER Expressing your point of view Using SE DEBERÍA (impersonal conditional tense) 	<p>Talking about the environment and how we should protect it. Talking about Free Trade Talking about rights and responsibilities Talking about volunteer work Culture project (talking about the Spanish Civil war and watching "El viaje de Carol" for the context</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).
	<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).
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).

Assessments: Listening, Reading and Writing - w/b 04/04/22

Vocabulary: *leider, el medio ambiente, comercio justo, derechos, responsabilidades*

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

	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"> Extra detail in giving accounts of volunteer work, recalling conditional tense, direct object pronouns Using subjunctive phrases 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using modal verbs PODER Expressing your point of view Using SE DEBERÍA (impersonal conditional tense) 	<p>Talking about the environment and how we should protect it. Talking about Free Trade Talking about rights and responsibilities Talking about volunteer work Culture project (talking about the Spanish Civil war and watching "El viaje de Carol" for the context)</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>