School Week No.	1	2	3	4	5	6	7	8	Half term	9	10	11	12	13	14	15	16	Christmas	17	18	19	20	21	22	Half term	23	24	25	26	27	28	Easter	29	30	31	32	33	34	Half term	35	36	37	38	39	40	Summer
	07/09/2020	14/09/2020	21/09/2020	28/09/2020	05/10/2020	12/10/2020	19/10/2020	26/10/2020		02/11/2020	09/11/2020	16/11/2020	23/11/2020	30/11/2020	07/12/2020	14/12/2020	21/12/2020		04/01/2021	11/01/2021	18/01/2021	25/01/2021	01/02/2021	08/02/2021		15/02/2021	22/02/2021	01/03/2021	08/03/2021	15/03/2021	22/03/2021		12/04/2021	19/04/2021	26/04/2021	03/05/2021	10/05/2021	17/05/2021		24/05/2021	31/05/2021	07/06/2021	14/06/2021	21/06/2021	28/06/2021	05/07/2021
	Friends and Family									**Hobbies and Free Time**																																				
Year 7 — Content	Introduction to Spanish and facts on Hispanic countries. Understanding patterns in the spoken language	Introductions to a range of typical Spanish names and introduction to Spanish phonics	**Listening and Reading** or **Modeling** on longer texts on the scenes and ages of people and their siblings/friends	**Speaking and Writing Focus** - producing a piece of speaking and writing on the scenes, ages and birthdays of people and their siblings/friends	**Grammar Focus** - the verb **ser (Soy** - I am; **Es** - he/she/it/ one) and **tener (Es** - he/she/it/ one/ **tienes** - you **have**) **present tense** - Collaboratively composing a piece of writing introducing themselves and their family home and age	**Plural Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing	**Pre-Assessment listening reading and translating revision**	**End of Unit Formative Listening, Reading and Translating Assessment**		Introducing yourself/siblings/friends by name, age and also when, where and how they celebrate their birthdays (i.e. **Listening and Reading** on modeling on longer texts on scenes, ages and birthdays)	**Listening and Reading** on modeling on longer texts on scenes, ages and birthdays **Speaking and Writing Focus** - producing a piece of speaking and writing on the scenes, ages and birthdays of yourself and siblings/friends	**Grammar Focus** - Recycling of **Romanceo** and **tener** in the 1st and 3rd person singular to ask questions about age and birthday, independently composing a piece of writing introducing themselves and their family, ages and birthday - **Teacher Assessed**	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing. **Pre-Assessment revision**	**End of Unit Formative Listening and Reading Assessment**	**End of Unit Formative Listening and Reading Assessment**	**Cultural Focus - Christmas in Spain**			Listening Focus - Understand and identify free and our colours, along with other focus words and phrases in context - **Listening and Reading Focus** on longer texts on the free and our colours along with other phrases in context of someone	**Listening and Reading Focus** on longer texts on the free and our colours along with other focus words and phrases in context of someone	**Grammar Focus** - Recycling of **Romanceo** and **tener** in the 1st and 3rd **person singular** - to ask questions about age (of someone) **Tener** (to wear) - Independently composing a piece of writing introducing themselves and their free and our colours	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing. **Pre-Assessment revision**	**End of Unit Formative Listening and Reading Assessment**		Describing where (Edinburgh/Friends live and where everything are from **Listening Focus** - identify, phrases, verbs, adjectives, houses/flats and their locations	**Listening and Reading Focus** on longer texts on where people live and where they are from **Speaking and Writing Focus** - producing a piece of speaking and writing on where you/siblings/friends live and where you/they are from	**Grammar Focus** - Ser and **tener** of **ser** (to **live**) independently composing a piece of writing introducing yourself/siblings/friends by name, age, birthday, appearance and where they live and are from	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing **Pre-Assessment revision**	**End of Unit Formative Listening and Reading Assessment**																														
Assessment					**Listening, Reading, Translating and Writing**							**Open Book Teacher Assessed Writing Task** **Listening and Reading**				**Listening and Reading**										**Listening, Reading, Translating and Writing**																				
Home Learning	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym			Language Gym	Language Gym	Language Gym	Language Gym	Language Gym			Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	
	Food Free Time Activities									**Daily Routine**																																				
Year 8 — Content	Recall of opinion phrases from Year 7	**Listening Focus** - Identifying key opinion phrases along with various items of food and drink along with various adjectives to explain why	**Listening and Reading** - longer texts giving opinion phrases along with various items of food and drink along with various adjectives to explain why.	**Speaking and Writing Focus** - producing a piece of speaking and writing on your favourite food and drink/dislikes	**Grammar Focus** - **Recycling mexcaliar** and **feminine singular** and **plural** of **gustar** **Explicit understanding of 3rd person singular** and **plural** of **gustar** and **encantar** (**Le gusta** - he/she/it/one **le/les encantan(n)**) Recycling of adjectival agreements	Collaboratively composing a piece of writing on your/other/ friends/family's food and drink preference	**Writing Assessment Green for Growth** - Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing	**End of Unit Formative Listening, Reading and Translating Assessment**		Identifying key opinion phrases along with various items of food and drink along with various adjectives to give reasons	**Listening and Reading** - longer texts including opinion phrases along with various items of food and drink along with specific mealtimes and various adjectives to give reasons **Speaking and Writing Focus** - Giving detailed opinions of various items of food and drink along with reasons why and specific mealtimes	**Grammar Focus** - **3rd person singular** of **desayunar** (to have breakfast/lunch/dinner/ have lunch), **comer** (to have dinner) and **beber** and how they can be used in different cultures, **Comparatives** and **superlatives** - Independently composing a piece of writing on your own from and drink preferences and reasons why you like/don't like them	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing **Pre-Assessment revision**	**End of Unit Formative Listening and Reading Assessment**	**End of Unit Formative Listening and Reading Assessment**	Christmas in Spain			Identifying key items of clothing you wants, depending on the weather **Listening and Reading** - longer texts on items of clothing worn depending on the weather **Speaking and Writing Focus** - Creating pieces of speaking and writing in terms of clothing worn depending on the weather	Listening and Reading - longer texts on items of clothing worn depending on the weather	**Grammar Focus** - (Pronouns) + **GUSTAR** + Indefinite articles + Noun - Recycling of **Ser** - Independently composing a piece of writing on items of clothing depending on the weather	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing **Pre-Assessment revision**	**End of Unit Formative Listening and Reading Assessment**	**End of Unit Formative Listening and Reading Assessment**		Listening Focus - identifying vocabulary related to things, people and places in a town, depending on the weather.	Listening and Reading - longer texts on activities people do in their free time depending on the weather	**Grammar Focus** - **Irregular verbs: jugar** (to play), **hacer** (to do/make), **ir** (to go), hiking, tennis to discussing free time depending on the weather. Independently composing a piece of writing on activities people do in their free time depending on the weather	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing **Pre-Assessment revision**	**End of Unit Formative Listening and Reading Assessment**																														
Assessment												**Open Book Teacher Assessed Writing Task** **Listening and Reading**													**Open Book Teacher Assessed Writing Task** **Listening and Reading**																				
Home Learning	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym			Language Gym	Language Gym	Language Gym	Language Gym	Language Gym			Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	
	Daily Routine and Activities									**Free Time Activities**																																				
Year 9 — Content	Recall lesson on holiday destinations	**Listening Focus** - identifying key vocabulary describing a past holiday (location, way of travel, lodgings, facilities, overall opinions)	**Listening and Reading** - longer texts on a past holiday (location, way of travel, lodgings, facilities, overall opinions)	**Speaking and Writing Focus** - producing a piece of speaking and writing on a past holiday (location, way of travel, lodgings, facilities, overall opinions)	**Grammar Focus** - The preterite tense of the verb **ir** - Collaboratively composing a piece of writing on a past holiday (location, way of travel, lodgings, facilities, overall opinions)	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing.	Pre-Assessment revision	**End of Unit Formative Listening, Reading and Translating Assessment**		**Listening Focus** - identifying key vocabulary describing activities done on a past holiday	**Listening and Reading** - longer texts on describing activities done on a past holiday	**Speaking and Writing Focus** - producing a piece of speaking and writing on describing activities done on a past holiday	**Grammar Focus** - Recycling the preterite forms of regular -er, -ir and -ir regular and irregular verbs independently composing a piece of writing describing activities done on a past holiday	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing.	Pre-Assessment revision **End of Unit Formative Listening and Reading Assessment**		Christmas in Spain			**Listening Focus** - Identifying Past and Future time frames/tenses related to a past day trip and a planned day trip	**Listening and Reading** - longer texts on Past and Future time frames/tenses related to a past day trip and a planned day trip	**Speaking and Writing Focus** - producing a piece of speaking and writing on Past and Future time frames/tenses related to a past day trip and a planned day trip	**Independent Composition Green for Growth** Successfully responding to feedback and, using the steps provided, demonstrate self-efficacy to improve your assessed piece of writing.	**Grammar Focus** - Recycling the preterite tense and the near future tense using **ir + a** - Independently composing a piece of writing with Past and Near Future tenses/tenses related to a past day trip and a planned day trip																														
Assessment					**Listening Reading, Translating&Writing**							**Open Book Teacher Assessed Writing Task**				**Listening and Reading**										**Open Book Teacher Assessed Writing Task**																				
Home Learning	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym			Language Gym	Language Gym	Language Gym	Language Gym	Language Gym			Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym		Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	Language Gym	