

Year 7 – Carrousel

Given the mixed picture of primary FL provision and transition agreements, we seek to achieve maximum inclusivity assuming little prior knowledge on arrival in Year 7. However, our lessons provide new learning opportunities to support and challenge most pupils on arrival at secondary school.

Term 1 – 7 weeks / Term 2 – 7 weeks / Term 3 – 6 weeks / Term 4 – 5 weeks / Term 5 – 7 weeks / Term 6 – 7 weeks

CONTEXT	GRAMMAR	PHONICS	VOCABULARY
<ul style="list-style-type: none"> • To talk about subject and teachers • Describe your school • To provide information about the school subjects that I like and dislike • To understand and provide information about my school • To understand and provide information about school uniform • To talk about what you normally do in your school day 	<ul style="list-style-type: none"> • Essential verbs <ul style="list-style-type: none"> - Estudiar - Comer - Beber • Indefinite articles, singular and plural nouns • Adjectives – gender and agreement • AR verbs in present tense • To understand masculine and feminine, singular and plural forms. 	<ul style="list-style-type: none"> • Vowels [a] [e] [i] [o] [u] • Contrast SSC [l] and [ll] • Soft [ce] [ci] • [z] • [que] • [qui] • Hard [ga] [go] [gu] • Soft [ge] [gi] • [j] • Contrast SSC [n] [ñ] • [v] and [b] • Contrast [r] and [rr] • Silent [h] • Hard [ca] [co] [cu] • [cu] + vowel – [cue] [cua] [cui] 	<ul style="list-style-type: none"> • Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence • High-frequency vocabulary relevant to given context • Word class vocabulary competition • Discuss the school subjects that I like and I don't like • School facilities • Adjectives to describe uniform • To use adjectives to describe your school day

Year 9 GCSE

In Year 9 the planning prepares for current AQA GCSE content and examinations, which builds on the sentence builders, core grammar and high-frequency words and verbs. Systematic retrieval of topic and non-topic words/sentences through low stakes Do Now's. We reduce the content (like one of the new GCSE proposals) to 4 topics, allowing students to embed structures properly.

Term	Context	Grammar	Phonics	Vocabulary
1/2	<ul style="list-style-type: none"> To talk about family members and describing people To talk about friends To talk about a partner To talk about future plans 	<ul style="list-style-type: none"> Using tener and ser in the present tense Agreement and position of adjectives Using possessive adjectives Using immediate future tense Reflexive verbs Subject pronouns Direct & indirect object pronouns 	<ul style="list-style-type: none"> Revisit Vowels [a] [e] [i] [o] [u] Revisit contrast SSC [l] and [ll] Revisit soft [ce] [ci] [z] [que][qui] Revising hard [ga] [go] [gu] Soft [ge] [gi] [j] Contrast SSC [n] [ñ] [v] and [b] Silent [h] Double L 	<ul style="list-style-type: none"> Giving opinions in different ways Physical and personality descriptions Intensifiers
2/3	<ul style="list-style-type: none"> Saying how you keep in touch via the internet Talking about using a mobile To compare different social media 	<ul style="list-style-type: none"> Using por and para Perfect tense Present continuous tense Conditional tense 3rd person of singular Comparatives 	<ul style="list-style-type: none"> Checking pronunciation of [u],[ll], [ñ], [i] 	<ul style="list-style-type: none"> Giving opinions about online messaging Giving opinions about mobile technology

	<ul style="list-style-type: none"> To describe what you do and how often using frequency time expressions 	<ul style="list-style-type: none"> To use subordinates to express more complex opinion (lo/la encuentro...) 		<ul style="list-style-type: none"> Working out meaning from context Question words
3/4	<ul style="list-style-type: none"> To talk about free time activities – I form To describe what we do in our free time Describe what you like and don't like doing Positive and negative opinions about free time activities Talking about different sports 	<ul style="list-style-type: none"> Revisit Present tense Past tense Superlative I & we form of the verbs To use verb sole rand poder in present tense To use we form Reflexive verbs Hacer and jugar verbs in present tense 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [qu], [v] 	<ul style="list-style-type: none"> Frequency time expressions GCSE expressions (desde hace) Authentic slang expressions for more complex opinions (es la leche) To use reflexive verbs to give more complex opinion (me permite) Negative opinions
4/5	<ul style="list-style-type: none"> To describe the Spanish festival 'La Tomatina' To describe the weather in La Tomatina To talk about recommendations to attend the festival To describe what did you do during the festival 	<ul style="list-style-type: none"> Past tense in I, she/he & we form To use "se debe" to talk about obligations Reflexive verbs in past tense 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [u], [v], [i], [ll], [gu], [g], [z], [c] 	<ul style="list-style-type: none"> To use sequencing expressions to describe events in past tense Weather expressions in past tense

	<ul style="list-style-type: none"> To learn about local customs 			<ul style="list-style-type: none"> Express opinions in past tense about the festival Idioms to sound more like a native speaker
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Term 6

In order to keep our students motivated and making progress, the last term will give students the opportunity to do lots of retrieval practice. It is important to help students to consolidate and embed learning in this long-term memory, revisiting the topics covered in Year 9. Planned activities to give students opportunities to practise past content and build a strong foundation for next year, the second of the GCSE course.

Year 10 GCSE

In Year 9 the planning prepares for current AQA GCSE content and examinations, which builds on the sentence builders, core grammar and high-frequency words and verbs. Systematic retrieval of topic and non-topic words/sentences through low stakes Do Now's. We reduce the content (like one of the new GCSE proposals) to 4 topics, allowing students to embed structures properly.

Term	Context	Grammar	Phonics	Vocabulary
	<ul style="list-style-type: none"> To talk about free time activities – I form To describe what we do in our free time 	<ul style="list-style-type: none"> Revisit Present tense Past tense Superlative I & we form of the verbs 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [qu], [v] 	<ul style="list-style-type: none"> Frequency time expressions GCSE expressions (desde hace)

1/2	<ul style="list-style-type: none"> Describe what you like and don't like doing Positive and negative opinions about free time activities Talking about different sports To explain the last film you saw To express opinions about different types of TV programmes 	<ul style="list-style-type: none"> To use verb <i>sole</i> and <i>poder</i> in present tense To use <i>we</i> form Reflexive verbs <i>Hacer</i> and <i>jugar</i> verbs in present tense 		<ul style="list-style-type: none"> Authentic slang expressions for more complex opinions (<i>es la leche</i>) To use reflexive verbs to give more complex opinion (<i>me permite</i>) Negative opinions
2/3	<ul style="list-style-type: none"> To describe the Spanish festival 'La Tomatina' To describe the weather in La Tomatina To talk about recommendations to attend the festival To describe what did you do during the festival To learn about local customs 	<ul style="list-style-type: none"> Past tense in <i>I, she/he & we</i> form To use "se debe" to talk about obligations Reflexive verbs in past tense 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [u], [v], [i], [ll], [gu], [g], [z], [c] 	<ul style="list-style-type: none"> To use sequencing expressions to describe events in past tense Weather expressions in past tense Express opinions in past tense about the festival Idioms to sound more like a native speaker
3/4	<ul style="list-style-type: none"> To describe your house and the rooms in it To talk about you can do where you live 	<ul style="list-style-type: none"> <i>Ser</i> and <i>Estar</i> verbs in present tense To use 'puedo' and 'se puede' 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [u], [v], [i], [ll], [z], [c] 	<ul style="list-style-type: none"> To use prepositions to describe where furniture is located House furniture

	<ul style="list-style-type: none"> To describe how your area used to be To express opinions about your area in the past To describe your ideal house 	<ul style="list-style-type: none"> Demonstrative adjectives and pronouns Imperfect tense Conditional tense 		<ul style="list-style-type: none"> To express opinions using adjectives To use quantifiers
4/5	<ul style="list-style-type: none"> To talk about different types of social inequalities and discrimination To express ideas of how to tackle fight for the rights To describe your ideal world To talk about charities To talk about healthy eating and habits To talk about unhealthy lifestyles 	<ul style="list-style-type: none"> Subjunctive tense Conditional tense Present tense Verbs followed by infinitive I and we form of the verbs 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [g], [v], [ch], [rr] 	<ul style="list-style-type: none"> To talk about natural disasters To express positive and negative opinions Global issues vocabulary To use obligation expressions such as 'se debería' and 'deberíamos' Expressions with tener
5/6	<ul style="list-style-type: none"> To discuss the most important environmental issues To provide information about what causes them To provide information about what environmental problems worry you 	<ul style="list-style-type: none"> To use passive voice To use obligation verbs followed by an infinitive verb If sentences Reflexive verbs to express opinions 	<ul style="list-style-type: none"> To revise sounds of [x], silent [h], [g], [v], [ch], [z], [u], [i], [ui], [rr], [c] 	<ul style="list-style-type: none"> To use expressions such as 'me preocupa' and synonyms Give opinions about environmental issues

	<ul style="list-style-type: none"> To provide information about different solutions to those environmental problems To talk about recycling 			<ul style="list-style-type: none"> To use exclamations Negative opinions
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Year 11 GCSE

In Year 11 the planning prepares for current AQA GCSE content and examinations, which builds on the sentence builders, core grammar and high-frequency words and verbs. Systematic retrieval of topic and non-topic words/sentences through low stakes Do Now's. We only cover Theme 3 in Year 11, so this allows students to embed structures properly and get ready for the GCSE exams. Once a week we offer GCSE revision at lunch time.

Term	Context	Grammar	Phonics	Vocabulary
1/2	<ul style="list-style-type: none"> To provide an opinion about the subjects I like and dislike To provide information about teachers To talk about school uniform To provide information in past tense about my primary school To compare primary and secondary schools 	<ul style="list-style-type: none"> Comparatives and superlatives Imperfect tense Present tense Reflexive verbs Obligation verbs Quantifiers 	<ul style="list-style-type: none"> To revise sounds of [qu], silent [h], [g], [v], [ñ], [y], [z], [e], [c] 	<ul style="list-style-type: none"> More complex opinions about school subjects Positive and negative opinions about subjects and teachers Frequency time expressions

	<ul style="list-style-type: none"> To provide information about school facilities and after school clubs To describe school's rules and express an opinion about them 			<ul style="list-style-type: none"> GCSE expressions (hace dos años) Informal expressions to sound like a native speaker (la leche)
2/3	<ul style="list-style-type: none"> To express opinions about current jobs To explain and provide information about different tasks and responsibilities in past tense To talk about options at 16 To discuss choices at 18 	<ul style="list-style-type: none"> Reflexive verbs Present tense Simple future tense Immediate future tense Conditional tense Imperfect tense Using quantifiers Using a variety of tenses To use 'soler' in present tense 	<ul style="list-style-type: none"> To revise sounds of [j], silent [h], [g], [ie], [ñ], [c], [z], [e] 	<ul style="list-style-type: none"> Frequency time expressions To recognise percentages and fractions Learning useful phrases
3/4	<ul style="list-style-type: none"> To provide information about future plans To talk about different jobs To express and justified future options in life 	<ul style="list-style-type: none"> Simple and immediate future tenses To use 'quisiera' for a more complex conditional tense To use 'soler' in imperfect tense To use reflexive verbs 	<ul style="list-style-type: none"> To revise sounds of [e], silent [h], [g], [o], [ñ], [c], [v], [ll], [rr], [u] 	<ul style="list-style-type: none"> To learn different types of jobs Idioms to sound more like a native speaker To express more complex opinions

				using different tenses
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Term 5

In order to keep our students motivated and making progress, the last term will give students the opportunity to do lots of retrieval practice. It is important to help students to consolidate and embed learning in this long-term memory, revisiting all GCSE topics covered since Year 9. Planned activities to give students opportunities to practise past content and build confidence and the skills necessary to succeed in their exams.