

## Spanish Subject Long term plan

|                | Autumn 1                                                                                                                                                    | Autumn 2                                                                                                                                                          | Spring 1                                                                                                                                                         | Spring 2                                                                                                                                                    | Summer 1                                                                                                                                                | Summer 2                                                                                                                                             |
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| <b>Year 7</b>  | <b>Topics:</b> Greetings, introductions, age, birthday<br><b>Grammar:</b> Gender, number, adjectives<br><b>Skills:</b> Speaking and writing short sentences | <b>Topics:</b> Family and pets, physical description<br><b>Grammar:</b> Present tense of ser and tener<br><b>Skills:</b> Descriptions, reading short texts        | <b>Topics:</b> School life, subjects, opinions<br><b>Grammar:</b> Present tense (regular verbs), “me gusta”<br><b>Skills:</b> Writing opinions, school vocab     | <b>Topics:</b> Hobbies, sports, likes/dislikes<br><b>Grammar:</b> Use of gustar/encantar, infinitives<br><b>Skills:</b> Expressing preferences              | <b>Topics:</b> Daily routine and time<br><b>Grammar:</b> Reflexive verbs (intro), sequencing words<br><b>Skills:</b> Daily routine writing, listening   | <b>Topics:</b> Cultural project: Hispanic festivals<br><b>Grammar:</b> Review of Y7 grammar<br><b>Skills:</b> Group project, cultural presentation   |
| <b>Year 8</b>  | <b>Topics:</b> Past holidays, eating habits<br><b>Grammar:</b> Present and preterite tenses<br><b>Skills:</b> Role-plays, speaking                          | <b>Topics:</b> In town, directions, transport<br><b>Grammar:</b> Prepositions, “hay”, “está”, near future<br><b>Skills:</b> Describing places, giving directions  | <b>Topics:</b> Holidays: past and future, food and drink<br><b>Grammar:</b> Preterite tense (regular/irregular), near future<br><b>Skills:</b> Narrative writing | <b>Topics:</b> Clothes, shopping, weather<br><b>Grammar:</b> Demonstrative adjectives, making comparisons<br><b>Skills:</b> Dialogue practice, descriptions | <b>Topics:</b> Media and technology<br><b>Grammar:</b> Opinions + infinitives, frequency adverbs<br><b>Skills:</b> Reading and discussing online habits | <b>Topics:</b> Cultural project: music, artists<br><b>Grammar:</b> Review of all tenses<br><b>Skills:</b> Listening and speaking presentations       |
| <b>Year 9</b>  | <b>Topics:</b> Social life, friends, free time<br><b>Grammar:</b> Present, preterite & near future tenses<br><b>Skills:</b> Opinion writing, conversations  | <b>Topics:</b> Healthy living and lifestyle<br><b>Grammar:</b> modal verbs, Imperatives (intro), imperfect tense (intro)<br><b>Skills:</b> Advice giving, debates | <b>Topics:</b> The environment<br><b>Grammar:</b> Use of “se debe”, imperfect tense<br><b>Skills:</b> Extended writing, project work                             | <b>Topics:</b> Holidays recap + media<br><b>Grammar:</b> Future tense<br><b>Skills:</b> Comparing experiences, storytelling                                 | <b>Topics:</b> GCSE prep: speaking and writing focus<br><b>Grammar:</b> All KS3 grammar review<br><b>Skills:</b> Exam-style speaking/writing tasks      | <b>Topics:</b> Film or cultural project<br><b>Grammar:</b> Present continuous, complex opinions<br><b>Skills:</b> Group presentations, film analysis |
| <b>Year 10</b> | <b>Topics:</b> Me, my family and friends<br><b>Grammar:</b> Present tense, ser/estar, reflexive verbs<br><b>Skills:</b> Descriptions, relationships         | <b>Topics:</b> School and future aspirations<br><b>Grammar:</b> Conditional tense (intro), comparatives<br><b>Skills:</b> Writing about future goals              | <b>Topics:</b> Local area and town<br><b>Grammar:</b> “Hay” vs “está”, past/future tenses<br><b>Skills:</b> Descriptions, photo cards                            | <b>Topics:</b> Holidays and travel<br><b>Grammar:</b> Preterite tense consolidation<br><b>Skills:</b> Past paper-style tasks                                | <b>Topics:</b> Festivals and traditions<br><b>Grammar:</b> Use of imperfect and preterite<br><b>Skills:</b> Cultural comparisons                        | <b>Topics:</b> Exam technique project<br><b>Grammar:</b> Writing and translation practice<br><b>Skills:</b> Role-plays, mock speaking exam           |

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| <b>Year 11</b> | <b>Topics:</b> The environment, social issues<br><b>Grammar:</b> Subjunctive in set phrases<br><b>Skills:</b> Advanced opinion writing | <b>Topics:</b> Work, career and future plans<br><b>Grammar:</b> Future/conditional + subjunctive<br><b>Skills:</b> CVs, interviews, extended speaking | <b>Topics:</b> Exam skill building (theme revision)<br><b>Grammar:</b> All tenses<br><b>Skills:</b> Reading/listening exam practice | <b>Topics:</b> Speaking exam preparation<br><b>Grammar:</b> Role-plays, photo cards, conversations<br><b>Skills:</b> Mock oral exam | <b>Topics:</b> Final exam prep: writing, reading<br><b>Grammar:</b> Translation and composition<br><b>Skills:</b> Timed exam practice | <b>Topics:</b> Post-exam projects: Hispanic culture<br><b>Grammar:</b> Review and enrichment<br><b>Skills:</b> Films, music, travel & tourism |
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