

Curriculum summary Spanish



Overall curriculum intent	To develop students' understanding and appreciation of other cultures and languages, to build their communication skills and transferable language skills to support them in future employment, and to continue to improve outcomes at GCSE for all.
Culture	All years will focus on aspects of the culture of Spain and Spanish-speaking countries. We use authentic videos and texts. When possible, we take part in the annual National Languages Competition with other Essex schools.
Skills	All years will regularly cover the skills of listening, speaking and pronunciation, reading, writing and translation, with an additional focus on these skills in an exam context for years 9-11. Moreover, pronunciation, dictation and spelling will be at the core of our teaching for years 7-8 and 9, to reflect the changes of the New Specification.
Assessment	Years 7-11 will have two mini-assessments per half-term, from which one will be a writing assessment, and a second one will be a different rotating skill, but generally a speaking skill. There will also be an end of Module Listening and Reading Assessment, at the end of each completed Module; students will also have a Summative Assessment at the end of the year, covering all modules studied, on three skills, Listening, Reading and Writing. All 4 skills will be evenly rotated during the year. Year 10 will have a full Mock Exam towards the End of year 10, including a full Speaking Mock, and year 11 will have Mocks in November and March, with a speaking mock in January.
Cumulative learning	Lessons will link to prior recent learning, with regular revisiting of past material, for example, through "Do Now" activities. A lesson structure is followed by all members of MFL staff when delivering the content of the lesson. Grammar is taught explicitly in lessons, and builds on each pupil's cumulative grammar knowledge, independent practices are highly encouraged to see students' progress. A homework platform named <u>LanguageNut</u> is used by all MFL members and students, showing the progress of each student, time spent and effort.
Sequenced learning	Learning is sequenced as summarised below. Progress through the sequence may occasionally vary due to the needs of the class.

Year 7	Autumn term	Spring term	Summer term
Sets 1-3 study Spanish in addition to French and have three lessons per fortnight.	Autumn 1: Spanish <u>Module 1:</u> Talk about yourself (1 st half of the module) Autumn 2	Spring 1: Spanish <u>Module 2:</u> Talk about free time (Module 2- 1st part) Spring 2:	Summer 1: Spanish <u>Module 3:</u> Talk about school (Module 3- 1st part)



Module 1: Talk about yourself (Module 1- 2nd half)

Spanish (Viva 1, KS 3, Pearson)

Spanish, Autumn 1- Module 1

Understanding adjective agreement and position of adjectives;
Understanding female and masculine nouns;

Spanish, Autumn 2- Module 1

Understanding infinitives and regular verbs
Understanding irregular verbs;

Spanish, Autumn 1- Module 1- part 1

Saying your name, how you are and where you live;
Saying how old you are Talking about pets;
Saying your birthday;

Spanish, Autumn 2- Module 1- part 2

Talking about brothers and sisters;
Talking about what kind of person you are;

Module 2: Talk about free time (Module 2- 2nd half)

Spanish (Viva 1, KS 3, Pearson)

Spanish, Spring 1 – Module 2

Understanding opinions using “*me gusta*” + infinitive;
Understand sentence structures;

Spanish, Spring 2 – Module 2

Discovering sport in Spanish-speaking countries;
Understanding the concept of verb endings;

Spanish, Spring 1, Module 2- part 1

Saying what you like to do;
Giving opinions using “*me gusta*” + infinitive;
Talking about weather and seasons;

Spanish, Spring 2, Module 2- part 2

Talking about which sports you play;
Talking about activities you do;
Creating an interview with a celebrity;

Summer 2:
Module 3: Talk about school Module 3-2nd part)

Spanish (Viva 1, KS 3, Pearson)

Spanish, Summer 1- Module 3

Seeing a typical Spanish timetable;
Understanding details about schools;

Spanish, Summer 2- Module 3

To see the differences between the Spanish and the English school system;
Present tense and verb endings concept;

Spanish, Summer 1- Module 3, part 1

Saying what subjects, you study
Asking and saying the time in Spanish
Describing a timetable in Sp

Spanish, Summer 1- Module 3, part 2

Giving opinions about school subjects
Describing your school (facilities)
Talking about break time
Writing a longer text about your school

	Forming and answering questions; <u>Spanish, Autumn 1- Module 1- part 1</u> Learning to pronounce key Spanish sounds Using the verb tener and ser Learning the colours Learning the Spanish alphabet <u>Spanish, Autumn 2- Module 1- part 2</u> Learning the months of the year Using the indefinite and definite articles Using adjective agreement Learning the numbers 1-31 <u>Spanish, Autumn 1- as per Module 1, part 1</u> The students will be able to have a short conversation in Spanish, introducing themselves, giving their names, age; <u>Spanish, Autumn 1- as per Module 1, part 2</u> The students will be able to say where they live as well as talk about their siblings and pets.	<u>Spanish, Spring 1, Module 2, part 1</u> Learning more key Spanish sounds Using jugar a (a los) Using the verb hacer <u>Spanish, Spring 1, Module 2, part 2</u> Using cognates and context Using -ar regular verbs <u>Spanish, Spring 1, Module 2, part 1</u> The students will be able to have a short conversation about free time activities, including weather and seasons; <u>Spanish, Spring 1, Module 2, part 2</u> The students will be able to speak about what sports they are playing or doing (practising), using the targeted verbs for this.	<u>Spanish, Summer 1, Module 3, part 1</u> Using prediction as a listening strategy Using -ar verbs to say what 'we' do Using me gusta(n) + el/la/los/las Using the words for 'a', 'some' and 'the' <u>Spanish, Summer 1, Module 3, part 2</u> Using -er and -ir verbs' Checking your written work is accurate <u>Spanish, Summer 1, Module 3, part 1</u> The students will be able to have a short conversation about the school subjects that they study; <u>Spanish, Summer 1, Module 3, part 1</u> The students will be able to have a short conversation about the school, describing school facilities.
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Year 8	Autumn term	Spring term	Summer term
Sets 1-3 study Spanish as well as French and have two lessons a fortnight. At the end of Year 8, pupils who have studied both languages will be asked to express their preferred language to study for GCSE. Progress will be taken into account and places will be subject to staff availability.  Viva! 2 Open front-of-class book	Spanish (Viva 2, KS 3, Pearson) Autumn 1 <u>Module 1:</u> Talk about holidays (part 1) Autumn 2 <u>Module 1:</u> Talk about holidays (part 2) <u>Module 2-</u> All about my life and hobbies - to start Spanish (Viva 2, KS 3, Pearson) Spanish, Autumn 1- Module 1: Talk about holidays (part 1) Understanding targeted language about a past holiday and the use of the Preterit (Simple Past Tense); Understanding the negative form of the Preterite tense, in the context of a past holiday; Module 2 Talk about your life and hobbies (Part 1) Understanding the use of both, Present Tense and Past Tense (Preterit), in the context of holidays; Understanding opinions when talking about music and hobbies;	Spanish (Viva 2, KS 3, Pearson) Spring 1 <u>Module 2:</u> Talk about your life and hobbies (to continue) Spring 2 <u>Module 2:</u> Talk about your life and hobbies (to continue) <u>Module 3-</u> Talk about food - (to start) Spanish (Viva 2, KS 3, Pearson) Spanish, Spring 1- Module 2 Talk about your life and hobbies (Part 1) Understanding opinions when talking about music and hobbies; Understanding the comparatives in the context of TV programmes; Module 2 Talk about your life and hobbies (Part 2) Understanding the comparatives in the context of TV programmes; Understanding about people's lives;	Spanish (Viva 2, KS 3, Pearson) Summer 1: <u>Module 3:</u> Talk about food (to continue) Summer 2: <u>Module 3:</u> Talk about food (continue) + EOY Assessments) + Film Project Spanish (Viva 2, KS 3, Pearson) Spanish, Summer 1- Module 3: Talk about food (part 2) Understanding the Near Future in the context of parties; Spanish, Summer 2- Module 3: Revision + Film Project + EOY Assessments

	<u>Spanish, Autumn 1-Module 1:</u> Talk about holidays (part 1) Saying things about a past holidays; Talking about the way we form the Preterit tense and the use of it; <u>Spanish, Autumn 2-Module 1:</u> Talk about holidays (part 2) Saying how your past holiday was; Talking about weather in both, present and past tense; <u>Spanish, Autumn 1-Module 1:</u> Talk about holidays (part 1) Learning the Preterite of verbs in "ir"; Using the Preterit of the verbs in "AR"/"IR"/"ER" Using the Perfect Tense of Regular Verbs; <u>Spanish, Autumn 1-Module 1:</u> Talk about holidays (part 2) Listening for negatives in the Preterite Tense; Using the Present and the Preterite Tense together; Describing an	<u>Spanish, Spring 2-Module 3</u> Understanding mealtimes in Spain and different types of foods; Understanding how to order a meal, using the targeted language; <u>Spanish, Spring 1-Module 2</u> Talk about your life and hobbies (Part 1) Saying what you use the phone for; Talking about the type of music and TV programmes that you like; <u>Spanish, Spring 2-Module 2</u> Talk about your life and hobbies (Part 2) Talking about what you did yesterday, using Present and Past tense, together; Talking about people's lives; <u>Spanish, Spring 1-Module 2</u> Talk about your life and hobbies (Part 1) Revisiting the Present Tense of verbs; Learning a range of opinions in the context of holidays	<u>Spanish, Summer 1- Module 3:</u> Talk about food (part 1) Saying what meals are there in Spain and what times are these; <u>Spanish, Summer 1- Module 3:</u> Talk about food (part 2) Talking about the food you like, using a range of opinions; Talking about what to buy for a party, using the Near Future; <u>Spanish, Summer 1- Module 3:</u> Talk about food (part 1) Learning a wider range of opinions, when talking about foods; Using negative sentences when describing foods and opinions; <u>Spanish, Summer 1- Module 3:</u> Talk about food (part 1) Using three tenses together; Learn how to form and use the Near Future; Using Direct Object pronouns and learn
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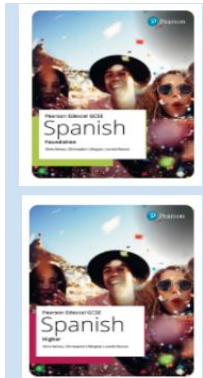
	amazing holiday in writing;	<u>Spanish, Spring 1-Module 2</u> Talk about your life and hobbies (Part 2) Using the Present and some Preterit Tense verbs together; Using “he” and “she” form, when talking about someone’s hobby	how to describe a photo
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Year 9	Autumn term	Spring term	Summer term
All students continue to study one language in year 9. We use the Pearson Edexcel textbooks (Foundation and Higher Tier books). Each module includes links to prior learning, revision and exam skills. 	Spanish (Active Hub Spanish, Pearson Textbooks, Edexcel) F + H Autumn 1 <u>Module 1:</u> <u>Diviértete!</u> Theme 1- My personal world Autumn 2 <u>Module 1:</u> <u>Diviértete!</u> Theme 1- My personal world <u>Spanish, Autumn 1-Module 1</u> Understanding speaking sports stars, life online, sports and free time activities.	Spanish (Viva AQA SP, Pearson Textbooks,) F and H Spring 1 <u>Module 2: Viajes</u> <u>Theme 2: Travel and tourism</u> Spring 2 <u>Module 2: Viajes</u> <u>Theme 2: Travel and tourism</u> <u>Spanish, Spring 1: Module 2</u> Understanding how to describe a photo, discussing travel plans, talking about festivals in Spain and Spanish speaking countries.	Spanish (Viva AQA SP, Pearson Textbooks,) F and H Summer 1: <u>Module 3: Mi gente, mi mundo-</u> Theme 3- Media and Technology Summer 2: <u>Module 3: Mi gente, mi mundo-</u> Theme 3- Media and Technology <u>Spanish, Summer 1, Module 3:</u> Understanding the targeted language for families, using the present continuous to describe a photo, understanding physical descriptions and the use of “ser” and “estar”; understanding and using the language for friends and relationships; talking about identity and things that matters to you; talking about problems and giving

	<u>Spanish Autumn 2: Module 1</u> Talking about arranging to go out, saying what you did last weekend, talking about sports that went wrong.	<u>Spanish, Spring 2: Module 2</u> Talking about saying what you did on holiday, where you stayed, talking about holidays and what went wrong.	advice. <u>Spanish, Summer 1, Module 3:</u> Understanding typical foods and and describe the daily routine; Understanding the mealtimes and the food trends; understanding old and new habits, and the languages that come with them. Understanding illnesses and injuries, making future plans for health and wellbeing.
	<u>Spanish, Autumn 1, Module 1</u> To say things about your life routine; To say things about your preferences, in terms of sports and free-time activities; To say expressions of frequency, in the context of free time and sports;	<u>Spanish, Spring 1, Module 2</u> To say that you would like something, using infinitives; To use comparatives, describing your trips; To speak about festivals, using “hay” and “no hay”, “se puede” + infinitives;	<u>Spanish, Summer 1, Module 3</u> To use possessive adjectives when describing family and family members; To use comparatives when talking about travel plans; To describe people using the verbs “ser” and “estar”. To describe a photo;
	<u>Spanish, Autumn 2, Module 1</u> To say your opinions on free-time activities and sports; To say how you plan a cinema visit; To say what you did at the weekend; To say what days went wrong;	<u>Spanish, Spring 2, Module 2</u> To say about extended holidays, using “if”- “si”; To say what you did on holidays, using the preterite tense; To use the imperfect, when talking about descriptions; To use a range of structures when talking about a	<u>Spanish, Summer 2, Module 3</u> Talk about how long you have been doing something. To reflexive verbs and pronouns “me” and “te” before a verb. To use “estar” to use expression moods; To use Indirect Object pronouns to talk about family

		holiday in the past.	celebrations To use “para” + Infinitives.
	<u>Spanish, Autumn 1, Module 1</u> Learning adjectives in Spanish, when talking about spanish speaking sport stars; Learning the present tense and expressions of frequency, when talking about a life routine; Learning the present tense in the context of life online and some expressions of frequency;	<u>Spanish, Spring 1, Module 2</u> Learning “me gustaria” and how to describe a photo; Learning comparatives in the context of travel plans; Learning “hay que” and “no hay que”, in the context of festivals in Spanish speaking countries;	<u>Spanish, Summer 1, Module 3</u> Learning possessive adjectives in the context of talking about different families; Learning the present continuous in the context of describing a photo, or describing different people; Learning the verbs “ser” and “estar” in the context of descriptions/ locations.
	<u>Spanish, Autumn 2, Module 1</u> To learn how to use the Near Future tense when talking about arranging to go out or planning a cinema visit; To learn the Preterite Tense when you say what you did at the weekend; To learn how to combine 3 tenses, when talking about what went wrong;	<u>Spanish, Spring 2, Module 2</u> Learning the Preterite Tense and its forms in the context of what you did on holiday; Learning Perfect Tense for descriptions, in the context of describing where you stayed; Learning different time frames, in the context of holidays;	<u>Spanish, Summer 1, Module 3</u> Learning reflexive verbs in the context of friendships and relationships. Learning about using the verb “estar” to express moods; Learning “poder” and “querer” + Infinitives, in the context of problems and giving advice.
	<u>Spanish, Autumn 1 Module 1- Diviertete!</u> The students will be able to have a proper conversation in Spanish, also to be able to write confidently about digital life, holidays, free-time activities, things that you did at the weekend, and	<u>Spanish, Spring 1 Module 2- Viajes- Trips</u> The students will be able to have a proper conversation in Spanish, also to be able to write confidently about travel plans, celebrations.	<u>Spanish, Summer 1 (Family) - Mi gente, mi mundo</u> The students will be able to have a proper conversation in Spanish, also they will be able to talk about their family members, their relationships, using the targeted language.

	possible things that went wrong on holiday. <u>Spanish, Autumn 1</u> <u>Module 1- Diviertete!</u> Students will be able to speak and write confidently about things that they did at the weekend, and possible things that went wrong on holiday.	<u>Spanish, Spring 2</u> <u>Module 2- Viajes- Trips</u> The students will be able to have a proper conversation in Spanish, also to be able to write confidently about things that they did on holiday, a possible accommodation where they stayed and its description, using 3 tenses.	<u>Spanish, Summer 2 (Family) - Mi gente, mi mundo</u> The students will be able to have a proper conversation in Spanish, also they will be able to talk about their friends and to talk about future plans in family and relationships. Students will also be able to talk about family celebrations, holidays.
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Year 10	Autumn term	Spring term	Summer term
We continue to use the Pearson textbooks for Foundation and Higher Tier as appropriate. All students who chose Spanish in Year 9 continue to study it for GCSE. Each module includes work on exam skills. 	<u>Autumn 1</u> <u>Module 4: Mi estilo de vida/ My lifestyle</u> Thematic context: Lifestyle and wellbeing (part 1) <u>Autumn 2</u> <u>Module 4: Mi estilo de vida/ My lifestyle</u> Thematic context: Lifestyle and wellbeing (part 2) <u>Spanish, Autumn 1, Module 4, Mi estilo de vida- My lifestyle- Part 1</u> Understanding and learning typical foods in Spanish speaking countries, describing healthy daily routines, and talking about mealtimes and	<u>Spring 1</u> <u>Module 5: A clase! Back to classrooms!</u> Thematic context: Studying and my future (part 1) <u>Spring 2</u> <u>Module 5: A clase! Back to classrooms!</u> Thematic context: Studying and my future (part 2) <u>Spanish, Spring 1- Module 5- A clase! -Part 1</u> Understanding school life in Spain, using superlatives, also talking about a typical day in school, by forming questions about it and talking about studies and	<u>Summer 1:</u> <u>Module 6- Mi barrio y yo- My neighbourhood and I (part 1)</u> <u>Summer 2:</u> <u>Module 6- Mi barrio y yo- My neighbourhood and I (part 2)</u> <u>Spanish, Summer 1- Module 6- My area- Part 1</u> Understanding the targeted language, talking about your area, describing cities, using perfect tense and prepositions, talking about directions in the

	trends. <u>Spanish, Autumn 2, Module 4, Mi estilo de vida- My lifestyle- Part 2</u> Understanding and comparing new habits, using the imperfect tense, also learning about illnesses and injuries, using reflexive verbs and preterite, and talking about future plans in health and wellbeing. <u>Spanish, Autumn 1 and 2 , Module 4, Mi estilo de vida- My lifestyle- Part 1 and part 2</u> To say things about typical foods; To say things about healthy daily routines; To say things about mealtimes and food trends; To say things about old and new habits; To say things about what you used to do; To say things about illnesses and injuries; To say things about giving advice in the preterite tenses. To say things about health and wellbeing, using	opinions of others. <u>Spanish, Spring 2- Module 5- A clase! -Part 2</u> Understanding and talking about what you would change in your school, using the conditional tense and impersonal expressions, talking and using the vocabulary about teachers and schools, using negatives, and describing a school in the past, using adjectives and adverbs. <u>Spanish, Spring 1 and 2- Module 5- A clase! -Part 1 and part 2</u> To say things about schools in Spain, using absolute superlatives; To say things about a typical day in school in Spain To say things about your studies, giving opinions and talking about others; To say what you would change in your school, using the conditional mood in present tense To talk about students and teachers in the school using negatives;	context of your area. Understanding the vocabulary about how a city has changed, using demonstrative adjectives. <u>Spanish, Summer 2- Module 6- My area- part 2</u> Understanding shopping preferences, by using direct object pronouns, giving preferences about where you live, making comparisons and talking in detail about where you live, using adjectives and adverbs, and past tense. <u>Spanish, Summer 2- Module 6- My area- part 1 and 2</u> To say things about your area; To say things about a city, describing it; To say what a city and a town were like, describing them in the past; To say things about your shopping preferences, using direct object pronouns; To say where you would prefer to live, giving opinions; To say things about where you live, using adjectives and adverbs.
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	simple future tense and near future tenses. <u>Spanish, Autumn 1 and 2, Module 4, Mi estilo de vida- My lifestyle- Part 1 and part 2</u> Learn adjectives of nationalities; Learn indefinite adjectives and “tener” + nouns; Learn “se necesita” and “hay que”, as impersonal expressions; Learn the imperfect tense to say what you used to do; Learn the preterite tenses; Learn how to give advice, using “se debe”; Learn “tienesque” + Infinitive; Learn the simple future tense and the near future tense; Learn the “if” clauses; The students will be able to have a proper conversation about lifestyles, typical foods, daily routines, food trends, new habits, illnesses and injuries, plans for health and wellbeing.	To say what a school trip was like, in the past, using adjectives and adverbs. <u>Spanish, Spring 1 and 2- Module 5- A clase! -Part 1 and part 2</u> Learn the absolute superlatives; Learn how to form questions and how to respond to them. Learn how to give opinions about others; Learn how to use the conditional tense and impersonal verbs using the infinitives after; Learn how to use negatives; Learn how to use adjectives and adverbs; Learn how to identify false friends; The students will be able to have a proper conversation about schools in Spain, a typical day in school, studies, how you would change your school, students and teachers in your school, and also describe a school trip in the past.	<u>Spanish, Summer 2- Module 6- My area- part 1 and 2</u> Learn the perfect tense; Learn the prepositions of place when talking about directions; Learn demonstrative adjectives in the context of how a town has changed; Learn the imperfect tense, in the context of comparing the area; Learn the direct object pronouns, in the context of towns; Learn how to make comparisons, using different tenses; Learn the irregular verbs of preterite tense; The students will be able to have a proper conversation about your area, describing cities, how a town or a city has changed, describing shopping preferences, where you live, and making comparisons about their area.
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Year 11	Autumn term	Spring term	Summer term
We continue to use the textbooks for Foundation and Higher Tier as appropriate. 	Autumn 1 <u>Module 7-Un</u> <u>mundo mejor para</u> <u>todos- A better</u> <u>world for everyone</u> (part 1) Thematic context: My neighbourhood	Spring 1 <u>Module 8- El futuro</u> <u>te espera- The</u> <u>future is waiting</u> <u>for you</u> Thematic context- Studying and my future (part 1)	Summer 1: <u>Revisions</u>
	Autumn 2 <u>Module 7-Un</u> <u>mundo mejor para</u> <u>todos- A better</u> <u>world for everyone</u> (part 2) Thematic context: My neighbourhood	Spring 2 <u>Module 8- El futuro</u> <u>te espera- The</u> <u>future is waiting</u> <u>for you</u> Thematic context- Studying and my future (part 2)	Summer 2: <u>Revisions</u>
	<u>Spanish, Autumn</u> <u>1, Module 7-Un</u> <u>mundo mejor para</u> <u>todos- A better</u> <u>world for everyone</u> (part 1)	<u>Spanish, Spring 1,</u> <u>Module 8- El futuro</u> <u>te espera- The</u> <u>future is waiting for</u> <u>you</u> Thematic context- Studying and my future (part 1)	<u>Spanish, Summer 1-</u> <u>Revisions</u>
	Understanding and learning how to help in your community, how the climate changes, what actions are needed to help the environment, social and global issues.	Understanding hopes and dreams, how to express future plans, how to get a job, future career intentions and importance of learning languages, also the world of work and the impact of artificial intelligence.	Understanding the importance of revisiting Modules already studied, how to tackle more complex tasks, such as full papers, with different strategies practised on how to be successful.
	<u>Spanish, Autumn</u> <u>2, Module 7-Un</u> <u>mundo mejor para</u> <u>todos- A better</u> <u>world for everyone</u> (part 2)	<u>Spanish, Spring 2,</u> <u>Module 8- El futuro</u> <u>te espera- The</u> <u>future is waiting for</u> <u>you</u> Thematic context- Studying and my future (part 2)	<u>Spanish, Summer 1-</u> <u>Revisions</u>

	Understanding and learning how to help in your community, how the climate changes, what actions are needed to help the environment, social and global issues.	Understanding hopes and dreams, how to express future plans, how to get a job, future career intentions and importance of learning languages, also the world of work and the impact of artificial intelligence.	Understanding the importance of revisiting Modules already studied, how to tackle more complex tasks, such as full papers, with different strategies practised on how to be successful.
	To say things about how you help in your community; To say things about your community using the imperative and present and preterite tenses; To say things about climate change, using the continuous tense; To say things about the weather; To say things about how you help the environment; To say things about what exactly you do for the environment, using "I" and "we" form; To say things about social and climate issues, using "se deberia" + infinitives;	To say things about the past, using different tenses; To say things about how to express future plans, talking about hopes and dreams; To say things about career intentions, using "para" and "sin", also "hay que" and "tienes que"; To say things about getting a job, and future career intentions, using masculine and feminine nouns for the jobs; To say things about the importance of learning, using modal verbs; To say thing about changes in the world, using percentages; To say things about the impact of artificial intelligence, using the simple future.	To say things about previous Modules studied, starting with the Modules 1, 2 and 3, and to be able to speak freely on picture cards and role-plays, also general conversation questions; To continue working and revisiting modules 4, 5 and 6, and to incorporate not only speaking activities, but also reading, writing and reading ones, with the targeted language. To try full past papers, incorporating all knowledge gained.
	Learn how to spot different sounds, in the context of natural wonders of the Spanish speaking countries;	Learn different tenses, when talking about the past; Learn different ways to express things about your future	Revisit the Modules 1, 2 and 3, trying to speak freely on any image, role-play or general conversation questions, using the

	Learn how to help your community, using the imperative mood and also present and perfect tenses; Learn about climate change, using both the imperfect and the continuous tense, and to be able to make the difference between these two; Learn about the weather, using a range of tenses; Learn the “I” and the “we” forms of the verbs in 3 tenses, when talking about actions taken or to take to help the environment; Learn the climate or the social issues, using “se debería” and the infinitive after it; Learn and revise more about the preterite tense, insisting on the “he”, “she” and “it” for it, also in the present tense. The students will be able to have a proper conversation about how to help in the community, to speak about climate change, and actions needed to help the environment, talking about social and climate issues.	plans; Learn about getting a job, insisting on the use of the “para” and “sin”, followed by an infinitive; Learn how to give an advice, using “hay que” and “tienes que” + infinitive verbs; Learn the jobs, and the feminine and masculine words expressing these jobs; Learn and use the suffixes “dad” and “idad”. Learn the importance of learning, using the modal verbs for these; Learn numbers, insisting on percentages; Learn about the impact of the artificial intelligence, insisting on the future tense for “he”, “she” and for “it” form of the pronouns; Learn how to use the articles “a” and “some” correctly; The students will be able to have a proper conversation about hopes and dreams, expressing future plans, and also to speak about getting a job, future career intentions, the importance of learning languages and changes in the world of work, and the impact of artificial intelligence.	targeted language and addressing the gaps in knowledge for these modules; Revisit the Modules 4, 5 and 6, trying to speak freely on any image, role-play or general conversation questions, using the targeted language and addressing the gaps in knowledge for these modules; Revisit the Modules 7 and 8, trying to speak freely on any image, role-play or general conversation questions, using the targeted language and addressing the gaps in knowledge for these modules; Work on the writing skills, to address and to tackle longer questions and how to address these in writing; The students will be able to have a proper conversation about sports and free time activities, social media (Module 1), travel plans and festivals, things they did on holiday and where they stayed when on holidays (Module 2), describe people, say who they follow on social media and why, talk about friends and relationships (Module 3), typical foods and
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			daily routines, old and new habits, illnesses and injuries and lifestyles (Module 4), schools and teachers, things that they are allowed to do an not, uniform, positives and negatives, things that they would change in their school (Module 5), describing cities, how a town has changed, comparing now and in the past, where they would prefer to live and why (Module 6), help in their community, actions to take to help the environment, social and climate issues (Module 7), hopes and dreams, getting a job, earning money, future career intentions, jobs in the past and now, impact of the artificial intelligence (Module 8).
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