



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

Autumn 1		Autumn 2	
Unit of Work/Big Question		Unit of Work/Big Question	
<b>DESCONÉCTATE – HOLIDAYS - UNITS 1-3</b> <ul style="list-style-type: none"> <li>What are your holidays like?</li> </ul>		<b>DESCONÉCTATE – HOLIDAYS – UNITS 4-6</b> <ul style="list-style-type: none"> <li>What is your school like?</li> </ul>	
Knowledge		Knowledge	
<ul style="list-style-type: none"> <li>Discussing holidays and weather</li> <li>Revising the present and preterite tenses</li> <li>Saying what you do in summer</li> <li>Using the present tense</li> <li>Listening to identify the person of the verb</li> <li>Talking about holiday preferences</li> <li>Using verbs of opinion to refer to different people</li> <li>Understanding percentages</li> <li>Saying what you did on holiday</li> <li>Using the preterite tense</li> <li>Using different structures to give opinions</li> </ul>		<ul style="list-style-type: none"> <li>Describing where you stayed</li> <li>Using the imperfect tense</li> <li>Working out the meaning of new words</li> <li>Booking accommodation and dealing with problems</li> <li>Using verbs with <i>usted</i></li> <li>Using questions to form answers</li> <li>Giving an account of a holiday in the past</li> <li>Using three tenses together</li> <li>Identifying positive and negative opinions</li> </ul>	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
<b>L</b> <b>I</b> <b>S</b> <b>T</b> <b>E</b> <b>N</b> <b>I</b> <b>N</b> <b>G</b>	<ul style="list-style-type: none"> <li>Listening to and understanding weather vocabulary in present and past tense</li> <li>Listening to and understanding holiday vocabulary in past tense</li> <li>Listening to and understanding new weather vocabulary</li> <li>Listening to and understanding passage about daily life; listening for verb endings</li> <li>Listening to check answers</li> <li>Listening out for percentages</li> <li>Listening to and understanding time phrases, the best and worst activities of a trip and opinion phrases</li> <li>Listening to a description of a trip and answering questions in English</li> </ul>	<b>L</b> <b>I</b> <b>S</b> <b>T</b> <b>E</b> <b>N</b> <b>I</b> <b>N</b> <b>G</b>	<ul style="list-style-type: none"> <li>Listening to and understanding passages about holidays. Matching audio to photos</li> <li>Listening to description of holiday accommodation and noting down details</li> <li>Listening to a conversation about a hotel and reading a hotel webpage and spotting the differences in the descriptions</li> <li>Listening to dialogues with a hotel receptionist and filling in missing words</li> <li>Listening to check answers</li> <li>Listening out for positive and negative opinions</li> </ul>
<b>S</b> <b>P</b> <b>E</b> <b>A</b> <b>K</b> <b>I</b> <b>N</b> <b>G</b>	<ul style="list-style-type: none"> <li>Asking and answering questions about holidays</li> <li>Asking and answering questions about summer activities</li> <li>Asking and answering questions about holidays</li> <li>Asking and answering questions about a trip to Barcelona</li> </ul>	<b>S</b> <b>P</b> <b>E</b> <b>A</b> <b>K</b> <b>I</b> <b>N</b> <b>G</b>	<ul style="list-style-type: none"> <li>Asking and answering questions about a holiday using photos as prompts</li> <li>Asking and answering questions about hotel facilities</li> <li>Asking and answering questions at a hotel reception</li> <li>Reporting and responding to problems at a hotel reception</li> <li>Describing holidays using present and past tense</li> </ul>

R E A D I N G	<ul style="list-style-type: none"> <li>● Reviewing present tense, understanding question words</li> <li>● Reviewing present tense</li> <li>● Reading a Spanish text and completing phrases in English</li> <li>● Reading a Spanish text; completing with correct opinion phrases and finding Spanish equivalents of English phrases</li> <li>● Reading and understanding percentages in a text</li> <li>● Reading a Spanish webpage and finding five advantages of visiting Barcelona on Segway</li> </ul>	R E A D I N G	<ul style="list-style-type: none"> <li>● Reading and understanding passages about holidays</li> <li>● Reviewing imperfect tense for descriptions</li> <li>● Reading and understanding hotel pricing information</li> <li>● Reading a description of a holiday; putting paragraphs in the correct order and finding Spanish equivalents of English phrases</li> </ul>
W R I T I N G	<ul style="list-style-type: none"> <li>● Writing about your holidays</li> <li>● Translating sentences into Spanish</li> <li>● Writing about a visit to Barcelona</li> </ul>	W R I T I N G	<ul style="list-style-type: none"> <li>● Writing a description of a hotel</li> <li>● Writing phrases to describe the problems shown in pictures</li> <li>● Translating a text into Spanish</li> </ul>
G R A M M A R	<ul style="list-style-type: none"> <li>● Revision of present and preterite tenses</li> <li>● <i>Hacer</i> in the preterite tense</li> <li>● Using different opinion phrases to add variety to what you say</li> <li>● Present tense of regular verbs and irregular verb <i>ser</i></li> <li>● Adding variety to what you say</li> <li>● Listening for verb endings as clues: <i>-o</i> (I), <i>-s</i> (you), <i>-mos</i> (we), <i>-n</i> (they)</li> <li>● Using verbs of opinion: <i>gustar, encantar, chiflar, molar, apasionar, flipar</i></li> <li>● Referring to other people's opinions</li> <li>● Using connectives: <i>dado que, puesto que, ya que</i></li> <li>● Giving reasons for activities you do by referring to your wider interests</li> <li>● Understanding percentages</li> <li>● Present tense of stem changing verbs: <i>preferir, tener</i> and <i>ir</i></li> <li>● Preterite tense of regular verbs and irregular verbs <i>ser</i> and <i>ir</i></li> <li>● Listening for ways to give opinions about the past</li> <li>● Listening for and using examples of sequencers (<i>primero, luego, más tarde, después, finalmente</i>) and opinion phrases (<i>lo mejor/peor</i>)</li> <li>● Verbs in the 'we' form</li> </ul>	G R A M M A R	<ul style="list-style-type: none"> <li>● Imperfect tense of <i>estar, tener, ser, haber</i></li> <li>● Using <i>ser</i> or <i>estar</i> in the imperfect for descriptions in the past</li> <li>● Varying your language while speaking</li> <li>● Question words: <i>Cuándo / cuánto / a qué hora</i></li> <li>● Using questions to form answers</li> <li>● Using <i>usted</i> in formal situations</li> <li>● Using three tenses together (present, preterite, imperfect)</li> <li>● Identifying positive and negative opinions (while listening)</li> </ul>
Key Assessment Task (KAT)		Key Assessment Task (KAT)	

Spring 1		Spring 2	
Unit of Work/Big Question		Unit of Work/Big Question	
<b>MI VIDA EN EL INSTI – MY SCHOOL LIFE – UNITS 1-3</b> <ul style="list-style-type: none"> <li>What is your family like?</li> </ul>		<b>MI VIDA EN EL INSTI – MY SCHOOL LIFE – UNIT 4-6</b> <ul style="list-style-type: none"> <li>What is your school like?</li> </ul>	
Knowledge		Knowledge	
<ul style="list-style-type: none"> <li>Giving opinions about school subjects</li> <li>Describing school facilities</li> <li>Describing school uniform and the school day</li> <li>Using adjectives</li> <li>Talking about subjects and teachers</li> <li>Using comparatives and superlatives</li> <li>Justifying opinions using a range of language</li> <li>Describing your school</li> <li>Using negatives</li> <li>Comparing then and now</li> <li>Talking about school rules and problems</li> <li>Using phrases followed by the infinitive</li> <li>Tackling harder listening exercises</li> </ul>		<ul style="list-style-type: none"> <li>Talking about plans for a school exchange</li> <li>Using the near future tense</li> <li>Asking and answering questions</li> <li>Talking about activities and achievements</li> <li>Using object pronouns</li> <li>Saying how long you have been doing something</li> </ul>	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
<b>L I S T E N I N G</b>	<ul style="list-style-type: none"> <li>Listening to and understanding school timetable and school facilities</li> <li>Listening out for positive and negative opinions</li> <li>Listening to and understanding opinions and adjectives related to school uniform</li> <li>Listening to check answers</li> <li>Listening and choosing the correct word to complete a summary</li> <li>Listening to and understanding a passage about school</li> <li>Listening to and understanding a passage comparing primary and secondary school</li> <li>Listening to and classifying opinions (P/N/P+N) about school rules</li> <li>Listening to interviews and identifying the answers given</li> </ul>	<b>L I S T E N I N G</b>	<ul style="list-style-type: none"> <li>Listening to a text and putting photos in the correct order</li> <li>Listening to and understanding vocabulary of activities and clubs; past, present and future time frames</li> </ul>
<b>S P E A K I N G</b>	<ul style="list-style-type: none"> <li>Asking and answering questions about school timetable</li> <li>Asking and answering questions about school uniform and school day</li> <li>Asking and answering questions about school subjects, giving reasons and opinions</li> <li>Comparing primary school with secondary school</li> <li>Having a debate about school rules</li> <li>Interviewing a partner</li> </ul>	<b>S P E A K I N G</b>	<ul style="list-style-type: none"> <li>Asking and answering questions about a day in your school</li> <li>Asking and answering questions about after-school clubs and activities</li> </ul>

R E A D I N G	<ul style="list-style-type: none"> <li>• Reading and reviewing opinion verbs and adjectives</li> <li>• Reading a school timetable</li> <li>• Reading a text about school uniform and finding Spanish equivalents of English phrases</li> <li>• Reading and matching opinions to reasons; translating phrases into English</li> <li>• Reading a text and finding Spanish equivalents of English phrases; looking for antonyms</li> <li>• Translating a passage into English</li> <li>• Reading a text about school and choosing correct answers</li> <li>• Matching school rules to photos; writing sentences</li> <li>• Reading texts and identifying the correct problem; translating phrases into English</li> </ul>	R E A D I N G	<ul style="list-style-type: none"> <li>• Reading a text and translating phrases into English; extracting details to write a programme of the day; making questions</li> <li>• Reading texts and completing sentences in English</li> <li>• Reading texts and completing sentences in English</li> <li>• Reading texts and answering questions in English</li> <li>• Translate phrases into English</li> </ul>
W R I T I N G	<ul style="list-style-type: none"> <li>• Writing about school subjects and teachers</li> <li>• Writing about your school using negative expressions</li> <li>• Writing about school rules</li> </ul>	W R I T I N G	<ul style="list-style-type: none"> <li>• Writing an email to your exchange partner describing your plans for your next visit</li> <li>• Translating a text into Spanish</li> <li>• Writing an article about after-school activities</li> </ul>
G R A M M A R	<ul style="list-style-type: none"> <li>• Opinion verbs: <i>interesar, odiar, preferir</i></li> <li>• Adjectival endings for colour</li> <li>• Talking about when you do things</li> <li>• Comparatives and superlatives</li> <li>• Giving reasons in your answers</li> <li>• Negatives: <i>nada, nadie, ni... ni..., ningún, nunca, tampoco</i></li> <li>• Imperfect and present tenses for comparing then and now</li> <li>• Verbs with an infinitive</li> <li>• Applying pronunciation patterns</li> <li>• Speaking more expressively by using exclamations: <i>¡Qué va!, ¡Qué horror!</i></li> <li>• Listening skills: dealing with distractors; hearing things in different words to the ones on the page</li> </ul>	G R A M M A R	<ul style="list-style-type: none"> <li>• Using desde hace to say how long you have been doing something</li> <li>• Understanding direct object pronouns (lo/la/los/las)</li> <li>• Spotting time expressions while listening</li> <li>• Using the near future tense to say what you are going to do</li> <li>• Forming questions using: ¿Cuándo? ¿Qué? ¿Cómo? ¿A qué hora? ¿Dónde?</li> <li>• Using sequencers and time expressions to give structure to writing: primero, después, por la mañana, por la tarde</li> <li>• Desde hace + present tense</li> <li>• Direct object pronouns (lo / la / los / las)</li> <li>• Understanding time expressions: past, present, future</li> </ul>
Key Assessment Task (KAT)		Key Assessment Task (KAT)	

Summer 1		Summer 2	
Unit of Work/Big Question		Unit of Work/Big Question	
<b>MI GENTE – MY FAMILY AND FRIENDS – UNITS 1-2</b> <ul style="list-style-type: none"> <li>Do you prefer to spend time with your family or friends?</li> </ul>		<b>MI GENTE – MY FAMILY AND FRIENDS – UNITS 3-4</b> <ul style="list-style-type: none"> <li>How do you feel?</li> </ul>	
Knowledge		Knowledge	
<ul style="list-style-type: none"> <li>Talking about socialising and family</li> <li>Using verbs in the present tense</li> <li>Describing people</li> <li>Using adjectival agreement</li> <li>Talking about social networks</li> <li>Using para with infinitives</li> <li>Extending responses by referring to others</li> </ul>		<ul style="list-style-type: none"> <li>Talking about your daily routine</li> <li>Using reflexive verbs</li> <li>Talking about ailments</li> <li>Using different verbs to describe illness</li> <li>Talking about getting fit</li> <li>Using se debe / no se debe</li> </ul>	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
<b>L I S T E N I N G</b>	<ul style="list-style-type: none"> <li>Listening to and understanding free-time activities</li> <li>Listening to check pronunciation</li> <li>Listening to and reading conversations about free-time activities and completing it with the correct form of poder or querer.</li> <li>Listening and noting down details about physical appearance</li> <li>Listening to check</li> <li>Listening and understanding adjectives of personality</li> <li>Listening and identifying the correct picture and a reason related to apps</li> <li>Listening to and reading a text and answering questions in English</li> <li>Listening to phrases and deciding if they are positive or negative</li> </ul>	<b>L I S T E N I N G</b>	<ul style="list-style-type: none"> <li>Listen to girl talk about her daily routine and her passion for swimming.</li> <li>Listen to a song about a fitness fanatic daily routine and answer questions.</li> <li>Listen to an interview with an athlete and complete phrases in Spanish.</li> <li>Listen to people talk about ailments.</li> <li>Listen to a girl talk about ailments and decide whether she is using verb ser or estar.</li> <li>Listen to advice about how to get fit.</li> <li>Listen to a girl addicted to chocolate and complete sentences.</li> </ul>
<b>S P E A K I N G</b>	<ul style="list-style-type: none"> <li>Asking and answering questions about physical characteristics</li> <li>Describing yourself and a friend</li> <li>Asking and answering questions related to apps</li> <li>Asking and answering questions using the present continuous</li> <li>Arranging a meeting with an exchange partner</li> </ul>	<b>S P E A K I N G</b>	<ul style="list-style-type: none"> <li>In pairs and based on prompts, produce sentences using reflexive verbs.</li> <li>In pairs, pupils play a chain game telling what hurts (they need to add another part of the body each time).</li> <li>Give fitness advice, using se debe or no se debe.</li> <li>Make a presentation, saying why you need to keep fit, what you are addicted to, when/how often you eat/drink junk food/fizzy drinks, what you should/shouldn't do &amp; what you are going to do to get fit.</li> </ul>
<b>R E A D I N G</b>	<ul style="list-style-type: none"> <li>Reading and understanding a text about physical characteristics, identifying main points and noting down details</li> <li>Translating adjectives into English</li> <li>Reading sentences about free-time activities and matching to pictures</li> <li>Reading a blog post and looking for present continuous phrases</li> <li>Reading a text and completing it with the correct form of the verb</li> </ul>	<b>R E A D I N G</b>	<ul style="list-style-type: none"> <li>Read a daily routine and match sentences to images.</li> <li>Read tweets and complete a table with the correct information.</li> <li>Read a diary and answer questions.</li> <li>Based on prompts, make up dialogues to talk about different ailments.</li> <li>Match advice on healthy life to pictures.</li> <li>Read health problems and identify appropriate advice.</li> </ul>
<b>W R I T I N G</b>	<ul style="list-style-type: none"> <li>Translating sentences into Spanish</li> <li>Translating sentences into Spanish</li> <li>Write a blog post about your favourite apps</li> </ul>	<b>W R I T I N G</b>	<ul style="list-style-type: none"> <li>Unjumble sentences and translate them into English.</li> <li>Write a text to describe your daily routine. Are you a fitness fanatic?</li> <li>Pupils pretend they are hypochondriacs and write a diary entry.</li> <li>Look at abbreviated sentences and write them out fully.</li> <li>Write resolutions to health problems.</li> </ul>

G R A M M A R	<ul style="list-style-type: none"><li>• Possessive adjectives (mi, tu, su, nuestro, vuestro, su)</li><li>• Using verbs in the present tense</li><li>• Using expressions of frequency (siempre, todos los días, etc.)</li><li>• Pronunciation: word stress</li><li>• Stem-changing verbs (poder, querer)</li><li>• Spotting usted forms in a dialogue</li><li>• Qualifying descriptions (muy, bastante, un poco, poco)</li><li>• Phrases that don't translate word for word</li><li>• Identifying the person of the verb in a reading text</li><li>• Adjectival endings (–o/a, –e, consonant, –or/ora, –ista)</li><li>• Para + infinitive</li><li>• Extending responses by referring to others</li><li>• The present continuous</li><li>• Decoding verbs in the present continuous while listening</li><li>• Improvising dialogues</li></ul>	G R A M M A R	<ul style="list-style-type: none"><li>• reflexive verbs</li><li>• me duele(n)</li><li>• ser and estar</li><li>• (no) se debe</li></ul>
	Key Assessment Task (KAT)		Key Assessment Task (KAT)