



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	
MI LIFE – MI VIDA <ul style="list-style-type: none"> Can you provide information about yourself? 		FREE TIME – MI TIEMPO LIBRE <ul style="list-style-type: none"> What do you do in your free time? 	
Knowledge		Knowledge	
<ul style="list-style-type: none"> Getting used to Spanish pronunciation Introducing yourself Talking about your personality Using adjectives that end in -o/-a Talking about age, brothers and sisters Using the verb tener (to have) Saying when your birthday is Using numbers and the alphabet Talking about your pets Making adjectives agree with nouns Writing a text for a time capsule Adding variety to your writing 		<ul style="list-style-type: none"> Saying what you like to do Giving opinions using me gusta + infinitive Saying what you do in your spare time Using -ar verbs in the present tense Talking about the weather Using cuando (when) Saying what sports you do Using hacer (to do) and jugar (to play) Reading about someone's favourite things Understanding more challenging texts Taking part in a longer conversation Using question words 	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
LISTENING	<ul style="list-style-type: none"> Listen to animal words to get the feel of Spanish pronunciation Listen to a rap about greetings phrases Understand a short conversation Understand adjectives for personality description Identify sentences as true or false Understand information about someone's personality, passion and hero Identify missing information Understand people's ages Understand people talking about how many siblings they have Listen and check answers Complete information about birthdays Understand the letters of the alphabet Understand people spelling their names Understand simple sentences about pets Recognise information about pets and colours 	L I S T E N I N G	<ul style="list-style-type: none"> Understand phrases with me gusta +infinitive Understand people talking about their likes and dislikes, and the reasons for them Listen and check answers Understand two people doing a quiz about spare time activities Understand simple weather phrases Understand short texts about the weather in South America Understand people talking about the weather in different seasons Understand short sentences about sports using the verbs hacer and jugar Understand opinions about sports Put the days of the week in the correct order Listen to a rap and answer questions Understand people using near-cognates Listen and check pronunciation Listen to and comment on the use of connectives, identifiers, reasons and frequency expressions in a conversation

SPEAKING	<ul style="list-style-type: none"> • Say and act Spanish animal words to get the feel of Spanish pronunciation • Create dialogues to practise greetings phrases • Create dialogues to discuss personality • Create dialogues about ages • Do a class survey about siblings • Create dialogues about celebrities' birthdays • Deliver a presentation about their name, age, birthday and one other piece of information about themselves • Practise saying the words for pets • Talk about pets, making colour adjectives agree with nouns • Ask and answer questions based on a text 	SPEAKING	<ul style="list-style-type: none"> • Practise giving opinions using me gusta + infinitive • Deliver a presentation about what you like to do • Practise saying sentences using -ar verbs in the present tense • Do a quiz about spare time activities • Practise saying weather phrases • Talking about what activities they do in different weather conditions • Talk about what sports they do • Perform a rap about their spare time activities • Practise asking and answering questions using a sample dialogue • Practise pronouncing Spanish letters • Create a conversation, asking and answering questions
READING	<ul style="list-style-type: none"> • Read a short dialogue • Understand short texts about people's personality, passion and hero • Understand short texts about people's families • Work out the meanings of the months of the year • Read short texts about ages and birthdays • Identify sentences as true or false • Put pictures in order of a text • Read and answer questions on a longer text 	READING	<ul style="list-style-type: none"> • Understand short texts about people's likes and dislikes • Match sentences to pictures • Understand a text about free time activities • Understand short sentences using cuando as a connective • Understand a text about spare time activities and complete sentences in English • Recognise cognates • Understand information about someone's favourite things • Recognise near-cognates • Use context to work out the meanings of new words • Use cognates, near-cognates and context to understand a text with lots of new words • Note details from a text with lots of new words • Complete sentences using question words • Identify connectives, intensifiers, opinions and frequency expressions
WRITING	<ul style="list-style-type: none"> • Write definite articles • Write short sentences to introduce somebody • Unjumble sentences with personality adjectives and translate them into English • Write a short text about their personality, passion and hero • Write number sequences • Use logic to work out and write numbers • Write a description of pets • Make writing interesting by including connectives, intensifiers, verbs, adjectives and negatives • Create a dictionary of high-frequency words • Write a text about themselves for a time capsule • Check and comment on a text written by their partner 	WRITING	<ul style="list-style-type: none"> • Write out sentences and translate them into English • Write a blog entry about likes and dislikes • Translate sentences with -ar verbs into English • Write about their spare time activities • Write a blog entry about what activities they do in different weather conditions • Write a rap about spare time activities
GRAMMAR	<ul style="list-style-type: none"> • definite articles (el, la, los, las) • verb endings • adjectives that end in -o/-a • making sentences negative • ser (present, singular) • tener (present, singular) • indefinite articles (un/una) • adjective forms (masculine and feminine, singular and plural) 	GRAMMAR	<ul style="list-style-type: none"> • the infinitive • present tense of regular -ar verbs (full paradigm) • present tense of hacer (irregular verb, full paradigm) • present tense of jugar (stem-changing verb, full paradigm)
Key Assessment Task (KAT)		Key Assessment Task (KAT)	
Listening and reading assessment		Listening and reading assessment	

Spring 1		Spring 2	
Unit of Work/Big Question		Unit of Work/Big Question	
MY SCHOOL - MI INSTITUTO <ul style="list-style-type: none"> What is your school like? 		MY FAMILY AND FRIENDS – MI FAMILIA Y AMIGOS <ul style="list-style-type: none"> What is your family like? 	
Knowledge		Knowledge	
<ul style="list-style-type: none"> Saying what subjects you study Using -ar verbs to say what 'we' do Giving opinions about school subjects Using me gusta(n) + el/la/los/las Describing your school Using the words for 'a', 'some' and 'the' Talking about break time Using -er and -ir verbs' Understanding details about schools Using prediction as a listening strategy 		<ul style="list-style-type: none"> Describing your family Using possessive adjectives Describing your hair and eye colour Using verbs ser and tener Saying what other people look like Using verbs in the third person Describing where you live Using the verb estar (to be) Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary 	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
LISTENING	<ul style="list-style-type: none"> Listen to check answers Understand people talking about school subjects and opinions Understand likes/dislikes about school subjects Understand reasons for opinions about school subjects and teachers Understand words for school facilities and the use of indefinite articles Listen to check answers Understand a survey about break time activities Identify missing information Listen to check predictions Use context to make predictions about a listening exercise Use pictures, questions and context while listening Understand a presentation about school, break time or subjects 	L I S T E N I N G	<ul style="list-style-type: none"> Listen to a text about family members and ages Identify details about family members and ages Understand a song about a Spanish family Understand statements about eye colour Understand statements about hair colour and style Identify details about physical appearance Listen to check answers Identify true and false statements Understand statements about where people live Identify details about where people live and their opinions of their homes Understand short texts about the carnival in Cadiz
SPEAKING	<ul style="list-style-type: none"> Create dialogues about a school timetable Talk about their favourite school day Sing a Spanish song Create positive and negative dialogues about school subjects Practise saying words for school facilities and indefinite articles Create dialogues about break time activities Deliver a presentation about school, break time or subjects 	S P E A K I N G	<ul style="list-style-type: none"> Ask and answer questions about family members Describe families Sing a song about a Spanish family Identify people from descriptions of their eyes Describe the hair and eye colour of celebrities Describe some unusual people Create dialogues about where people live Deliver a presentation about where people live and give an opinion

READING	<ul style="list-style-type: none"> • Understand a text about a timetable • Understand a Spanish song about school subjects and what 'we' do in class • Understand sentences about opinions of school subjects and teachers • Identify correct statements about short texts • Understand texts about whether people like their schoolsIdentify –er and –ir verbs in a text • Identify true and false sentences • Check for spelling errors • Find examples of accents • Check for errors using accents • Check for grammar errors • Create a spider diagram from a text 	R E A D I N G	<ul style="list-style-type: none"> • Identify new words in a text • Work out and identify new numbers words • Understand short texts about physical appearance • Identify details about people from short texts • Understand a text about physical descriptions • Identify new phrases from a text • Identify details about physical appearances from a text • Understand short texts about where people live • Use a dictionary to look up nouns • Use a dictionary to look up adjectives • Use a dictionary to look up verbs • Look up words from short texts • Identify details from a text • Identify new words in a text and how to work out their meanings
WRITING	<ul style="list-style-type: none"> • Write a paragraph about school subjects • Write a presentation, giving opinions and reasons about school subjects and teachers • Write sentences about school facilities and translate them into English • Write a blog entry about a famous or fictional school • Write a comic strip about break time activities, using sequencers • Use pictures and captions to make predictions about a listening exercise • Use questions to make predictions about a listening exercise • Create a list of difficult to spell words and invent mnemonics • Create a spider diagram about school • Create a report about school • Check and comment on their partners' report 	W R I T I N G	<ul style="list-style-type: none"> • Describe a famous family • Write a description of a person • Write a description of an unusual family, using verbs in the third person • Write a tweet about where someone lives • Write a description of the carnival in Cadiz
GRAMMAR	<ul style="list-style-type: none"> • 'we' form of -ar verbs • using me gusta(n) + el/la/los/las when giving opinions about subjects • checking verbs, definite articles and adjectival agreement in sentences giving opinions • plural indefinite articles unos/unas (meaning 'some') • plural definite articles los/las (meaning 'the') • present tense of regular -er and -ir verbs (full paradigms) 	G R A M M A R	<ul style="list-style-type: none"> • Possessive adjectives mi/tu/su and mis/tus/sus • irregular verbs tener and ser • position of adjectives (after the noun) • Agreement of adjectives with nouns • the verb estar
Key Assessment Task (KAT)		Key Assessment Task (KAT)	
Speaking assessment		Writing assessment	

Summer 1 and 2

Unit of Work/Big Question

MY CITY - MI CIUDAD

- What is your city like?

Knowledge

- Describing your town or village
- Using 'a', 'some' and 'many' in Spanish
- Telling the time
- Using the verb ir (to go)
- Ordering in a café
- Using the verb querer (to want)
- Saying what you are going to do at the weekend
- Using the near future tense
- Understanding people describing their town
- Listening for detail

Skills & Procedural Knowledge

LISTENING

- Understand statements about buildings in a town that use the words for 'a', 'some' and 'many'
- Identify details about which buildings are or are not in a town
- Listen to a Spanish song about a town
- Listen to check answers
- Match pictures to statements about what time it is
- Understand statements about activities in town
- Listen to check answers
- Identify incorrect information in notes
- Understand a dialogue about ordering in a café
- Understand a text using verbs in the near future tense
- Identify details from people talking about activities in the near future tense
- Listen for the word no in short sentences
- Listen for the word no in a longer text
- Listen for positive and negative opinions
- Avoid distractors
- Listen to who says what
- Listen for detail

SPEAKING

- Describe what is and isn't in a town
- Practise telling the time
- Deliver a presentation about the perfect Saturday
- Ask and answer questions about food and prices
- Practise ordering in a café using a board game
- Create dialogues talking about activities in the near future tense
- Practise the near future tense using a game of battleships

READING

- Identify details from short texts about buildings in towns
- Match sentences to pictures
- Identify details from a text about activities in town
- Match words to pictures
- Identify examples of the near future tense
- Identify new words in a text

WRITING	<ul style="list-style-type: none"> • Write a description of what's in their own town or village • Write a presentation about the perfect Saturday • Write a dialogue about ordering in a café • Write a paragraph using the near future tense and sequencers • Translate sentences into English • Write positive and negative opinion phrases • Write a multiple-choice question
GRAMMAR	<ul style="list-style-type: none"> • un/una, unos/unas and muchos/muchas • ir – to go (present tense) • stem-changing verb querer • the near future tense (voy, vas, va, etc. + infinitive)
Key Assessment Task (KAT)	
End of year assessment	



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	Listening	Speaking	Reading	Writing
Mastering	<ul style="list-style-type: none">• Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to either the present or the future.• Transcribe short phrases.	<ul style="list-style-type: none">• Take part in simple conversations, referring to the present or the future.• Describe and give information in a range of short dialogues using familiar vocabulary and a range of common grammatical structures.• Exchange opinions and give simple reasons.• Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	<ul style="list-style-type: none">• Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future.• Understand short texts written for target-language learners (e.g. songs, simple poems).• Translate longer sentences into English, showing awareness of grammar.	<ul style="list-style-type: none">• Write short texts for different purposes using mainly memorised language, referring to the present or the future.• Exchange opinions and give simple reasons.• Translate into the target language simple sentences containing familiar words and structures.
Advancing	<ul style="list-style-type: none">• Demonstrate understanding of main points and opinions from a sequence of related sentences using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly.• Transcribe familiar short phrases.	<ul style="list-style-type: none">• Ask and answer a range of simple questions.• Take part in a range of brief dialogues, using short phrases referring to the present.• Exchange opinions.• Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.	<ul style="list-style-type: none">• Demonstrate understanding of main points and opinions in short texts using a range of familiar vocabulary, short phrases and common verbs in the present tense.• Translate short sentences into English, showing awareness of grammar.	<ul style="list-style-type: none">• Write several short, linked sentences to give information and express simple opinions, referring to the present.• Translate familiar short phrases into the target language.
Securing	<ul style="list-style-type: none">• Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly.• Transcribe familiar words.	<ul style="list-style-type: none">• Ask and answer simple questions.• Exchange simple opinions.• Take part in brief dialogues, using short phrases referring to the present.	<ul style="list-style-type: none">• Demonstrate understanding of main points and opinions in a sequence of related sentences using familiar language.• Translate short, simple sentences into English, showing awareness of grammar.	<ul style="list-style-type: none">• Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs.• Translate familiar words into the target language.
Developing	<ul style="list-style-type: none">• Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	<ul style="list-style-type: none">• Answer simple questions.• Give basic information and opinions, using familiar vocabulary.	<ul style="list-style-type: none">• Demonstrate understanding of a range of familiar written phrases and opinions.	<ul style="list-style-type: none">• Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs.• Write some familiar words from memory.• Spelling and accents may not be accurate, but the meaning is clear.
Emerging	<ul style="list-style-type: none">• Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.	<ul style="list-style-type: none">• Say single words and short phrases with support.• Imitate a model of correct pronunciation and intonation.	<ul style="list-style-type: none">• Demonstrate understanding of familiar written words and phrases.• Read familiar words and phrases aloud.• Translate familiar words into English.	<ul style="list-style-type: none">• Write or copy simple words correctly.• Label items.• Complete short phrases or sentences.