

# KS3 & KS4 Spanish curriculum plan

AQA (KS4)



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# Our curriculum

All of our curricula share the same set of principles that guide our curriculum design to ensure our curricula are high-quality. They are:

## Knowledge and vocabulary rich

Lessons and units are knowledge and vocabulary rich. Pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills.

## Sequenced and coherent

Careful sequencing and attention to building coherence via vertical threads so that pupils build on prior knowledge and make meaningful connections.

## Flexible

Our flexible curriculum enables schools to tailor our content to their curriculum and context.

## Accessible

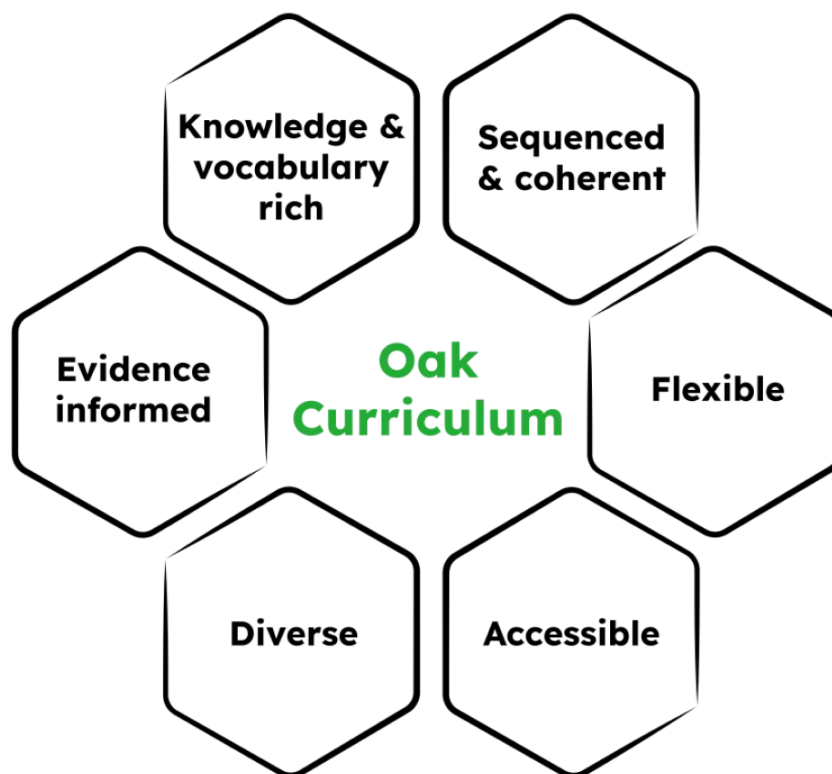
Creating an accessible curriculum that addresses the needs of all pupils and meets accessibility guidelines and requirements.

## Diverse

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

## Evidence-informed

We take an evidence-informed approach applying the science of learning and subject-specific research.



# Threads

## **What are threads?**

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

## **How to use threads**

1. Familiarise yourself with all of the threads relating to the subject
2. Identify the unit you will be delivering
3. Review the threads associated with the unit
4. Audit where pupils have and will learn about these threads in your existing curriculum sequence.
5. Ensure you understand how the thread relating to your new unit has been framed in prior and future units
6. Review how the thread works within the unit you will be delivering
7. Teach and iterate your framing of the thread within the unit and across your curriculum sequence

# **Threads in subject**

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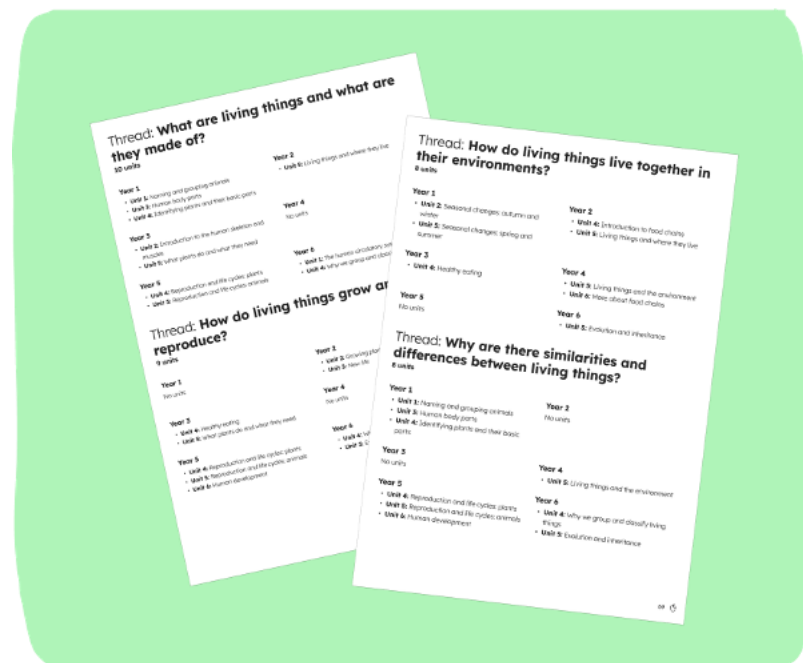
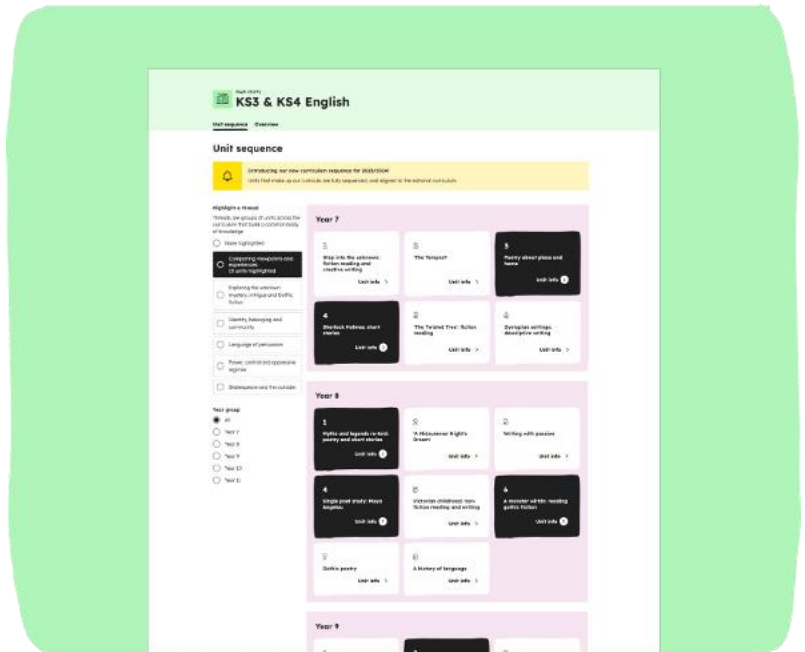
- Adjectives
- Cultural spotlight
- Derivational word patterns
- Extend written and spoken production
- Listen and respond to longer passages
- Negation
- Nouns and determiners
- Questions
- Read and respond to texts
- The future and conditional
- The past
- The present
- Use reference resources
- Verb: to be, being
- Verb: to have, having
- Word order

# Tools for using threads

## Online curriculum

Our interactive tool enables you to visualise how threads are sequenced across our curriculum plans.

[Go to online curriculum](#)



## Threads in this document

The appendix displays the threads and their related units.

[Go to threads appendix](#)

# Spanish curriculum explainer

As our curriculum sequencing and pedagogical approach is consistent across all languages and key stages, this introduction provides examples from within our French (key stages 2-4), Spanish (key stages 2-4) and German (key stages 3 & 4) curricula.

## Aims and purpose

### What are the aims and purpose of our curriculum?

This curriculum enables learners to manipulate language so that they can build their own meaning, sentences and structures independently. It develops pupils to be effective communicators who can confidently use their knowledge and skills to become global citizens and lifelong linguists, with a clear understanding of language and culture.

## Oak curriculum principles

### What overarching curriculum principles inform the design of our curriculum?

#### Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. Our curriculum has a focus on the most important knowledge in languages: vocabulary, phonics and grammar. These are learned and applied through practice in listening, speaking, reading and writing. We identify and map the most frequently used vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. Keywords are signalled in bold in our lesson materials to indicate their importance. They include three types:

- sound-symbol correspondences (the relationship between sounds and letters) which enable pupils to pronounce new vocabulary and recognise their written form, for example [ce]
- grammatical terms to unlock the understanding of grammar concepts, for example 'grammatical gender'
- function words which unlock the ability to build phrases and sentences, for example the Spanish conjunction 'y' meaning 'and'

#### Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. We introduce, for example, the essential verbs 'to be' and 'to have' early in the curriculum as pupils will use them frequently so that by the time they come to talk about the past, these verbs are firmly grasped and can be applied effectively as the auxiliary verbs that form the perfect tense. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example in French, the thread 'nouns and determiners' begins with singular 'avoir' nouns in year 3, building to using the partitive article and the preposition 'de' at secondary.

## **Evidence-informed**

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level our vocabulary choices are informed by both frequency and rates of learning. Phonics sequencing follows an evidence-informed 'bang for your buck' principle of frequency and difficulty. Our approach to teaching grammar aligns with evidence that:

- explicit teaching closes the gap for less naturally analytical learners;
- providing a succinct explanation before practising a grammar feature is more effective than asking pupils to spot patterns;
- bespoke listening and reading activities contrasting pairs of grammar features and making their processing essential to task completion lead to stronger learning than traditional comprehension tasks.

## **Flexible**

Our flexible approach enables schools to use our resources in a way that fits their context and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that, for example, teachers can edit or add checks for understanding, adapt practice tasks to better reflect the prior knowledge of their pupils, substitute vocabulary with words more relevant to their own pupils, or add local context such as information about a partner school in another country. At key stage 4 teachers and pupils can select a pathway aligned to the most frequently used exam board specifications for GCSE French, German and Spanish: AQA or Edexcel.

## **Diverse**

Our commitment to breadth and diversity in content, language, texts and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources. To model the diverse populations that share a common language in Spanish lessons pupils meet characters from South America as well as Europe, and in French lessons they meet characters from North Africa, Europe and the Caribbean. Our German curriculum includes characters with Turkish and Polish heritage. We also teach the differences in how languages are spoken. For example, the pronunciation of [z] and [c] in different Spanish-speaking countries.

## **Accessible**

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts and colours with good contrast. In our languages lessons we revisit vocabulary that has been previously taught and use it in different contexts to help embed it. Where appropriate, we use meaningful images to accompany vocabulary to support pupils' learning and recall.



# Oak subject principles

## What subject specific principles inform the design of our curriculum?

**Focuses on the knowledge and skills specific to languages, including:**

- **Phonics (which sound spelling correspondences); vocabulary (which words); grammar (which grammar points);**
- **Listening, speaking, reading and writing, the use of reference materials and the integration of these skills where appropriate.**

We teach phonics explicitly throughout our resources. In our learning cycles we often explain and practise sound-symbol correspondences. Both new and revisited vocabulary are listed in each lesson so the teacher can see which words are taught and when. We also carefully map grammar points to ensure regular revisiting, supported by the designation of explicit grammatical threads such as 'Adjectives' 'Verb: to be being' and 'Nouns and determiners'. Pupils practise language in each of the four skills and often use two or more skills together in a task. We teach pupils the knowledge and skills to use reference materials to support their independent learning.

**Knowledge selection is based on frequency which also enables cultural enrichment and the development of a personal repertoire.**

Our selection of vocabulary draws on the most frequently used words in each language. Where there are lower frequency words included they are necessary for context and are often related to the cultural context of lessons; for example in French 'le fromage' and 'le pain' which are less frequently used but are useful for cultural context. This ensures pupils have a personal repertoire which will enable them to communicate what they want to say. Likewise, we focus on the most useful grammar points, for example in German the verbs 'sein' and 'haben' are taught early in key stage 3 and revisited regularly.

**Applies our sequencing principle through frequent and planned recombination and application of phonics, vocabulary and grammar in listening, speaking, reading, and writing to first develop understanding and then make independent communication possible in new and authentic contexts.**

We revisit and apply vocabulary so that pupils can use it across contexts and with a range of grammatical features. For example, by key stage 4 pupils can use the near future tense to talk about their weekend plans or to discuss what time someone will wake up tomorrow morning. We recognise that we can't predict what pupils will want to say so we give them the tools to build their own sentences.

**Develops pupils who have cultural curiosity and are inspired and equipped to communicate across the wider world.**

Our curriculum has a rich cultural content across all three languages, inspiring pupils to engage in the world as global citizens. Our French curriculum includes learning about francophone cities across Europe, Canada and Africa; pupils study poets such as René Philombe and Mymi Doinet and they are given the knowledge to engage with historical contexts such as the history of concorde, the French revolution, and the French resistance. In our German curriculum, they learn about both German contexts (the history of Berlin, the Black Forest, Bavaria, the Black Forest, Oktoberfest) and places beyond Germany (Vienna, Switzerland and Namibia); pupils study poetry from Goethe and Brecht and the hiker Christine Thürmer. The Spanish curriculum explores places across Spain and Central and South America; pupils study authors and poets

such as Antonio Machado and Arturo Pérez Reverte, and the Guatemalan human rights activist Rigoberta Menchú.

## National curriculum

### How does our curriculum reflect the aims & purpose of the national curriculum?

There are four aims of the national curriculum. The first is that all pupils should 'understand and respond to spoken and written language from a variety of authentic sources'. Our curriculum focuses on the most frequently used words so that pupils will understand the majority of vocabulary they encounter. They are also taught how to use reference resources to unlock new words. A diverse variety of texts including poetry are used in the curriculum to ensure that pupils are exposed to authentic material to read and understand. Audio files, recorded by native speakers, are provided so that pupils hear authentic language.

The second aim is that all pupils should 'speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving accuracy of their pronunciation and intonation'. Pupils are taught the sound-symbol correspondences so that they can pronounce the language confidently. Speaking activities give pupils regular opportunities to use language to communicate with increasing fluency. The 'Questions' thread, through which pupils are challenged to ask and answer questions, maps the progression of this important knowledge across the curriculum. Audio files of native speakers can be used by teachers and pupils to improve their spoken accuracy.

The third aim is that all pupils 'can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt'. Our curriculum offers regular opportunities to write. In the early stages pupils write shorter texts with a limited range increasing to writing at length using the wide range of grammatical structures mastered over time. For example, in early key stage 2 pupils might write a short list of things they are taking on a trip, through to key stage 4, where pupils write an extending piece discussing stereotypes

The final aim is that all pupils 'discover and develop an appreciation of a range of writing in the language studied'. Pupils encounter writing throughout the curriculum in various forms, from short bespoke sentences to poetry and literary texts, from writers such as Mymi Doinet, Goethe and Arturo Pérez Reverte.

## Curriculum delivery

### What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, leaving time for other activities both within and beyond the curriculum such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run up to the GCSE exams.

At key stage 2, our French and Spanish curricula are both designed to teach one weekly lesson, approximately 30 minutes long. At key stage 3 our French, Spanish and German curricula each

provide two lessons a week lasting 50 minutes to an hour. We understand that exact time dedicated to languages can vary greatly between schools due to differences in curriculum planning, resource allocation and school-specific priorities. Therefore we fully expect and encourage teachers to adapt our curriculum and resources to best suit their needs and available curriculum time.

## Curriculum coherence

### What are 'threads'?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps to bring to mind the visual concept of a thread weaving through the curriculum.

Our languages threads weave through both our primary and secondary curricula with a tweak to the name of a couple of threads and an additional four threads at secondary to reflect the added complexity of the language. Our threads are:

- Adjectives
- Cultural spotlight
- Derivational word patterns (secondary only)
- Listen and respond to songs and rhymes (primary) / Listen and respond to longer passages (secondary)
- Negation
- Nouns and determiners
- Questions
- Read and respond to texts
- The future and conditional (secondary only)
- The past (secondary only)
- The present
- Use reference sources
- Verb: to have, having
- Verb: to be, being
- Word order (secondary only)
- Written production (primary) / Extend written and spoken production (secondary)

Our threads have been chosen to help teachers and pupils navigate the rich tapestry of language teaching and learning. There are different types of threads in languages. Some of the threads relate to key grammatical concepts, such as the thread 'Adjectives', which maps how pupils' learning about develop knowledge and understanding of adjectives over time. Other threads, such as 'Read and respond to texts', map the progression of pupils' use of language in reading. The thread 'Use of reference materials' maps how pupils will learn to personalise their use of the language. The thread 'Cultural spotlight' highlights units which focus specifically on the people and culture of the countries where the language is spoken. Consistent threads across our primary and secondary curricula can enable more effective transition, helping pupils to bridge their knowledge and understanding from primary to secondary.

## **Recommendations from subject specific reports**

### **How does our curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?**

As identified by the 2016 MFL Pedagogy Review commissioned by the Teaching Schools Council and the recent Ofsted subject report for Modern Foreign Languages, our curriculum focuses on sequenced and integrated progression in the fundamental knowledge for beginner language learners: phonics, vocabulary, and grammar. As recommended, we prioritise clarity and explicitness in the presentation of new knowledge and we select vocabulary for frequency and make sure that our teaching materials contain mostly familiar words in bespoke, adapted and authentic texts.

## **Subject-specific needs**

### **How does our curriculum deal with elements that arise from the specific needs of the subject?**

#### **What pedagogical approach do our languages curricula embrace?**

Our curriculum is based on the principles of Language-Driven Pedagogy (LDP). These principles are language-led rather than topic-led, knowledge rich and practise based. There are three language knowledge strands: phonics, vocabulary and grammar which underpin the development of confident communication, cultural understanding and creative use of language.

#### **How can spoken language be used when teaching the curriculum?**

Hearing people speaking the language is an important part of learning languages. Our curriculum resources include audio files, hosted on the media page for each lesson, that can be played to pupils in lessons and transcripts, housed in lesson additional materials, for teachers who wish to read out the language themselves. Audio files for a lesson are collected together on the lesson media page rather than embedded links in slides so that they can be viewed together in one place and used flexibly (and for the practical reason that embedded audio links would make the slides too big to download).

#### **How are phonics taught in the curriculum?**

In our lessons at key stage 2 and early key stage 3 there is a distinct phonics learning cycle focussed on a new sound-symbol correspondence. This is signposted through an additional phonic specific learning outcome. For example, the key stage 2 lesson 'A school trip: gender, 'un', 'una', and 'tengo' has two learning outcomes: 'I can use 'tengo', 'un' and 'una' with nouns to say what belongings I have' and the phonics learning outcome, 'I can recognise and pronounce [ce]'.

#### **Why is there no curriculum for key stage 1?**

Our primary curriculum begins at key stage 2 rather than key stage 1 because that is when the statutory programme of study begins in key stage 2.

## Our curriculum partner

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The Cam Academy Trust is a community of schools in and near South Cambridgeshire and Huntingdon, working to secure educational excellence for all students. Their primary and secondary languages curricula are culture-rich, research-led and practice-informed, based on the core principles of language-driven pedagogy (LDP) developed under the leadership of the University of York. In this model of languages curriculum rich content gives units their contexts, whilst key language ideas drive finely sequenced progression and practice leading to confident communication.



# Year 7 units

[View interactive sequence online](#) 

**1**

Identity: 'estar' and 'ser'

**2**

Belongings: 'tener' and articles 'un' and 'una'

**3**

Activities: singular -AR verbs in the present tense

**4**

Life at school and home: negation with 'no', plural nouns

**5**

Places: definite articles, plural adjective agreement

**6**

Celebrations: 'querer' and 'dar'

**7**

What we have: 'tener' plural persons, plural adjectives

**8**

Activities: information questions

**9**

What we can and must do: -AR verbs 1st person plural, modals 'poder' 'deber'

**10**

People and places: 'estar' and 'ser'

**11**

At home and away: -AR verbs 3rd person plural, 'estar' and 'ser'

**12**

What people do: -ER and -IR verbs

**13**

Describing people and possessions: 'mi' and 'tu'

**14**

Places and plans: 'ir' for present and future plans

# 1. Identity: 'estar' and 'ser'

Year 7

[Go to unit resources](#) 

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## Threads

- Adjectives
- Cultural spotlight
- Questions
- Verb: to be, being

## Unit description

In this unit, pupils learn singular forms of the verb 'estar' to talk about location and states, and singular forms of the verb 'ser' to talk about traits. They use adjective agreement as a complement to a verb to describe what someone is like, and learn sounds for vowels a, e, i, o, u in Spanish.

## Why this, why now?

This unit introduces pupils to the verbs 'ser' and 'estar', to be for location, states, and traits, which is essential early knowledge. Pupils are introduced to the concept that some adjectives can change their endings based on gender, which they will build on with adjective-noun agreement in a later unit. They learn how to ask questions using raised intonation, and with '¿cómo?' and '¿dónde?' to ask where something is or what someone is like and to ask for clarification in class. The foundations for learning phonics are laid with the sound-symbol correspondences a, e, i, o, u.

## Lessons in unit

1. Greetings in the Spanish-speaking world: 'estar' 1st and 3rd person singular
2. Where are you? 'Estar' 2nd person singular
3. How are you feeling? 'Estar' singular persons
4. How are you feeling? Singular gender adjective agreement
5. What I am like: 'ser' singular persons
6. What I am like: intonation questions

## Prior knowledge requirements

- Pupils know what a noun is.
- Pupils know what a verb is.
- Pupils know what an adjective is.
- Pupils know what a preposition is.

## 2. Belongings: 'tener' and articles 'un' and 'una'

Year 7

[Go to unit resources](#) 

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### Threads

- Adjectives
- Questions
- Verb: to have, having

### Unit description

In this unit, pupils learn the singular and plural indefinite articles, and that nouns have abstract gender. They form plural nouns with -s. Pupils learn the singular forms of 'tener' in the context of belongings. Key sounds learnt are ll, l, ca, co, cu.

### Why this, why now?

This unit adds 'tener' to pupils' early knowledge of highly frequent Spanish verbs. Pupils build on their knowledge of gender in Spanish when they learn masculine and feminine indefinite articles and nouns. They are introduced to forming plural nouns and indefinite articles, and will extend their repertoire of nouns, plural nouns, and determiners in later units. Hard c is introduced to a, o, u to expand their knowledge of vowels. New sounds l and ll are taught.

### Lessons in unit

1. What is it? singular indefinite articles 'un' and 'una'
2. What people have: 'tener' singular persons, alphabet
3. What people have: plural indefinite articles 'unos' and 'unas'
4. Conversations: 'estar', 'ser', 'tener' singular persons

### Prior knowledge requirements

- Pupils know how to use 'es' with an adjective.
- Pupils know how to ask yes/no questions using raised intonation.
- Pupils know the sound-symbol correspondences for [a], [o], [u].
- Pupils know the word 'y'.
- Pupils know how to use singular nouns in Spanish.



### 3. Activities: singular -AR verbs in the present tense

Year 7

[Go to unit resources](#) 

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#### Threads

- Cultural spotlight
- Questions
- The present

#### Unit description

This unit introduces infinitive and singular forms of prototypical and top 25 regular -ar verbs, in the context of talking about what people do. Key sounds learnt are cue, cua, cui and ce and ci.

#### Why this, why now?

In this unit, pupils broaden their knowledge of verbs with the addition of singular and infinitive -ar verbs. Pupils reinforce their knowledge of indefinite articles and nouns, and combine this knowledge with -ar verbs to form simple sentences, in which they add new vocabulary to their repertoire. Pupils build on their knowledge of the sound-symbol correspondence cu with new sounds cue, cua, cui, and learn a new way to pronounce c with ce and ci.

#### Lessons in unit

1. Homework disaster: -ar infinitives and 3rd person singular
2. A big adventure: -ar verbs 3rd person singular
3. Conversation with a friend: -ar verbs 1st and 3rd person singular
4. A school play: -ar verbs 2nd person singular, information questions

#### Prior knowledge requirements

- Pupils know singular indefinite articles 'un' and 'una'.
- Pupils know plural indefinite articles 'unos' and 'unas'.
- Pupils know that nouns in Spanish have grammatical gender.
- Pupils know that nouns describing people have biological gender.
- Pupils know the sound-symbol correspondences [cu] , [a], [e], [i].

## 4. Life at school and home: negation with 'no', plural nouns

Year 7

[Go to unit resources](#) 

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### Threads

- Adjectives
- Extend written and spoken production
- Negation
- Read and respond to texts
- The present
- Verb: to have, having

### Unit description

This unit introduces 'no' to negate verbs. Pupils add -es to form the plural of nouns which end in a consonant. They use plurals and numbers to talk about how many. The irregular form 'hay' is introduced, and is contrasted with 'tener'. Key sounds learnt are z, que, qui.

### Why this, why now?

In this unit, pupils embed their knowledge of -ar verbs and other verbs by combining them with 'no' to form the negative. In future units, pupils will learn more ways to form the negative. They practise forming the plural with -s, and learn a new way of forming the plural with -es for nouns that end in a consonant and therefore do not follow the typical -o or -a gender marking. Indefinite articles are revisited by combining them with 'hay' to mean 'there is' or 'there are'. New sounds z, que, qui are taught.

### Lessons in unit

1. What I do and don't do in school: negation with 'no'
2. Message from a friend: extended reading and writing
3. Numbers 1-6: plural nouns in school life
4. Activities in school: -ar singular verbs, plural nouns
5. What there is at home and school: 'hay', 'unos' and 'unas'
6. Describe school: 'hay', 'tiene', 'es', 'está'

### Prior knowledge requirements

- Pupils know how to form regular singular -ar verbs in the present tense.
- Pupils know singular persons of 'tener' in the present tense.
- Pupils know to form some plural nouns by adding -s.
- Pupils know how to form negatives with 'no'.
- Pupils know the difference between 'es' and 'está'.
- Pupils know singular and plural indefinite articles.

## 5. Places: definite articles, plural adjective agreement

Year 7

[Go to unit resources](#) 

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### Threads

- Adjectives
- Cultural spotlight
- Extend written and spoken production
- Listen and respond to longer passages
- Questions
- Verb: to be, being
- Verb: to have, having

### Unit description

In this unit, 'son' is introduced and contrasted with 'es'. Pupils add -s to adjectives for the plural form. They learn singular definite articles 'el' and 'la' and that these reflect the gender of all nouns. Plural 'los' and 'las' are also introduced. Key sounds learnt are ga, go, gu, ge, gi and j.

### Why this, why now?

This unit anchors pupils' prior knowledge of the third person of 'ser' 'es', and then teaches the third person plural form 'son'. Pupils increase their knowledge of plurals by adding -s to adjectives. Building on their knowledge of determiners, pupils learn definite articles 'el', 'la', 'los' and 'las' and their relation to gender, and form short sentences using nouns, determiners and 'es' or 'son'. Hard g is added to a, o, u and soft g is added to e and i to build on prior phonics knowledge, and j is taught.

### Lessons in unit

1. Describe cities: 'ser' 3rd person plural 'son'
2. Day of the teacher! Plural adjective agreement
3. Places in the town: singular definite articles 'el' and 'la'
4. What is there? What is it like? Singular definite and indefinite articles
5. Barcelona: plural definite articles 'los' and 'las'
6. Castellón: write about where you live

### Prior knowledge requirements

- Pupils know 'es' means 'is' for traits.
- Pupils know 'hay' means 'there is' and 'there are'.
- Pupils know adjectives agree in gender.
- Pupils know 'está' means 'is' for location.
- Pupils know nouns in Spanish have grammatical gender.

## 6. Celebrations: 'querer' and 'dar'

Year 7

[Go to unit resources](#) 

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### Threads

- Cultural spotlight
- The present

### Unit description

This unit introduces the singular forms of 'dar' and 'querer' and combines them with nouns and indefinite articles, to mean giving and wanting in the context of festive seasons. Key sounds learnt are n and ñ.

### Why this, why now?

In this unit, pupils further add to their repertoire of verbs with the singular forms of 'dar' and 'querer'. Vocabulary relating to festivities and family enables pupils to talk about the festive season. In future units, pupils will learn to combine 'querer' with another verb to mean 'want to'. New sounds n and ñ are taught.

### Lessons in unit

1. Christmas time: 'querer' singular persons
2. Letter to los Reyes Magos: 'querer' and 'dar' singular persons

### Prior knowledge requirements

- Pupils know how to use the indefinite article in Spanish.
- Pupils know a variety of Spanish nouns.
- Pupils know what an infinitive is.
- Pupils know numbers 1-12.

## 7. What we have: 'tener' plural persons, plural adjectives

Year 7

[Go to unit resources](#) 

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### Threads

- Adjectives
- Extend written and spoken production
- Questions
- Read and respond to texts
- Verb: to be, being
- Verb: to have, having

### Unit description

In this unit, pupils work with an authentic text. They learn two plural forms of 'tener' - 'tenemos' and 'tienen', to talk about who people have in their families. Pupils learn that in Spanish, the adjective comes after the noun. Key sounds learnt are v, b, rr, r, silent h.

### Why this, why now?

In this unit, pupils build on their knowledge of 'tener' with two new plural forms, and increase their repertoire of family-related vocabulary to talk about people's families. Pupils strengthen their knowledge of adjectives and adjective agreement and combine this with noun-adjective word order. Pupils contextualise this new knowledge with a range of previously learned grammar and vocabulary such as 'hay', 'tiene', 'está' to talk about places. Sounds v and b are contrasted, as are rr and r. New sound silent h is taught.

### Lessons in unit

1. Poem: la plaza tiene una torre (Antonio Machado)
2. Poem: understand and respond creatively
3. Family: 'tener' 1st person singular and plural
4. Family: 'tener' 3rd person singular and plural
5. People: singular adjective placement and agreement
6. Places in the Spanish-speaking world: plural adjective placement and agreement

### Prior knowledge requirements

- Pupils know singular forms of 'tener' in the present tense.
- Pupils know Spanish adjectives agree for gender and number.
- Pupils know they should use 'está' to talk about location.
- Pupils know 'hay' means 'there is' and 'there are'.
- Pupils know third person forms of 'ser' 'es' and 'son'.
- Pupils know numbers 1-12.

## 8. Activities: information questions

Year 7

[Go to unit resources](#) 

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### Threads

- Adjectives
- Questions

### Unit description

This unit introduces four new question words, including cuánto(s), cuál(es), quién(es), which require number agreement. Singular forms of the verb 'hacer' are introduced, which then can be combined with question words. Key sounds revisited are a, o, ge, gi, j.

### Why this, why now?

In this unit, pupils add four new question words to their repertoire, and revisit 'qué', 'dónde', 'cómo', 'quién'. Pupils use their knowledge of number agreement to ask questions with cuánto(s), cuál(es), quién(es), and embed their knowledge of a range of verbs in the present tense. New and revisited vocabulary about activities provide topics for asking questions. Pupils revisit the sound-symbol correspondence cu with a vowel when using question words. Pupils strengthen their knowledge of key sounds a, o, ge, gi, j.

### Lessons in unit

1. What do you do? 'Hacer' singular persons, information questions
2. What do you do? information questions 'cuánto(s)', 'cuál(es)', 'quién(es)'
3. All about me: 'ser' and 'estar' singular persons
4. Activities: ask and answer questions with 'hacer'

### Prior knowledge requirements

- Pupils know question words 'qué', 'dónde', 'cómo', 'quién' and how to use them to form information questions.
- Pupils know how to form singular persons of -ar verbs in the present tense.
- Pupils know how to make adjectives agree for gender and number.
- Pupils know the difference between 'ser' and 'estar'.
- Pupils know singular persons of the verb 'hacer' in the present tense.
- Pupils know 'hay' means 'there is' and 'there are'.
- Pupils know to ask questions using rising intonation.
- Pupils know sound-symbol correspondences [a], [o], [ge], [gi], [j].

## 9. What we can and must do: -AR verbs 1st person plural, modals 'poder' 'deber'

Year 7

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### Threads

- The present

### Unit description

In this unit pupils are introduced to the first person plural of -ar verbs, which they contrast with the singular. Pupils learn singular forms of modal verbs 'deber' and 'poder', modal verbs in negative statements, 'querer' with an infinitive. Key sounds revisited are e, i, u, ca, co, cu.

### Why this, why now?

In this unit, pupils anchor their knowledge of -ar verbs with more prototype verbs, and build on this by adding the first person plural. Pupils will already be familiar with singular 'querer' plus a noun, and now learn to combine this with the infinitive to mean 'want to'. They also learn singular forms of modal verbs 'deber' and 'poder' and combine these with the infinitive. Pupils draw on their knowledge of negation to negate sentences with modal verbs. Pupils revisit key sounds e, i, u, ca, co, cu.

### Lessons in unit

1. What I do with others: -ar verbs 1st person plural
2. A pet dog: -ar verbs 1st person plural
3. A friend in another school: 'poder', 'puedo', 'puede'
4. Activities in school: 'poder', 'puedes'
5. What I have to do: 'deber' singular persons
6. What I have to do: singular modal verbs

### Prior knowledge requirements

- Pupils know how to form singular -ar verbs in the present tense.
- Pupils know how to ask yes/no questions using raised intonation.
- Pupils know singular persons of 'querer' in the present tense.
- Pupils know how to make negative statements using 'no'.
- Pupils know sound-symbol correspondences [e], [i], [u], [ca], [co], [cu].

# 10. People and places: 'estar' and 'ser'

Year 7

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## Threads

- Verb: to be, being

## Unit description

In this unit, pupils learn plural forms 'estamos' and 'están' and 'somos'. They contrast 'estar' for state or mood with 'ser' for traits. Pupils combine plural verbs with adjective agreement. They learn that 'de' and 'el' combine to form 'del' and contrast this with 'de la'.

## Why this, why now?

In this unit, pupils further their knowledge of 'ser' and 'estar' by adding in plural forms 'estamos' and 'están' and 'somos', and revisiting other forms of these verbs. They anchor their understanding of state and mood with 'estar' and traits with 'ser' to talk about what people are like today or in general. Adjective agreement is revisited in combination with these verbs. Pupils are already familiar with the preposition 'de' and now combine it with the definite article following positional adverbs to talk about where something is. Pupils revisit key sounds cu with a vowel and ce, ci.

## Lessons in unit

1. Where things are: adverbs of position
2. Where people are: 'estar' in 1st and 3rd person plural
3. What people are like: 'ser' and 'estar' in 1st person plural
4. What people are like: 'ser' and 'estar' in 3rd person plural

## Prior knowledge requirements

- Pupils know singular present tense forms of 'estar'.
- Pupils know third person plural form of 'ser' 'son'.
- Pupils know the difference between 'ser' and 'estar'.
- Pupils know Spanish adjectives agree with gender and number.
- Pupils know sound-symbol correspondences [ce], [ci], and [cu] with a vowel
- Pupils know preposition 'de'.



# 11. At home and away: -AR verbs 3rd person plural, 'estar' and 'ser'

Year 7

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## Threads

- Cultural spotlight
- Read and respond to texts
- The present
- Use reference resources

## Unit description

This unit revisits the present tense of -ar verbs and adds the third person plural form, which is contrasted with the third person singular. Pupils work with an authentic text 'Un hombre sin cabeza' by Armando José Sequera. Pupils revisit modal verbs, 'ser' and 'estar'.

## Why this, why now?

In this unit, pupils anchor their knowledge of -ar verbs and modal verbs through understanding of an authentic text. They learn the third person plural form of -ar verbs and contrast this with the third person singular which is familiar to them. They revisit modal verbs and 'ser' and 'estar' in plural persons. Pupils revisit key sounds z, que, qui, ll, l.

## Lessons in unit

1. Travel activities: -ar verbs in 3rd person plural
2. Travel to Spain: -ar verbs in 3rd person plural
3. Impossible activities: 'puede' and negatives
4. Study skills in MFL: use of word reference resources
5. Character or mood? 'Ser' and 'estar' in 1st and 2nd person singular
6. Activities at home: -ar verbs 1st person singular & plural, 3rd person singular

## Prior knowledge requirements

- Pupils know singular persons and the first person plural of regular -ar verbs in the present tense.
- Pupils know modal verbs 'poder', 'deber', 'querer'.
- Pupils know the first and third persons plural of 'ser' and 'estar'.
- Pupils know the difference between 'ser' and 'estar'.
- Pupils know sound-symbol correspondences [z], [que], [qui], [ll], [l].

# 12. What people do: -ER and -IR verbs

Year 7

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## Threads

- The present

## Unit description

This unit introduces -er and -ir verbs using a subset of the top 25 verbs. Pupils learn singular forms and the third person plural to talk about what people do. They ask yes/no questions with -er and -ir verbs using raised intonation. Key sounds revisited are ga, go, gu, ge, gi, j.

## Why this, why now?

This unit introduces pupils to -ir and -er verbs. They learn to conjugate forms that are the same for both verb types. In future units, pupils will learn to conjugate forms where -er and -ir verbs differ. Pupils embed forming yes/ no questions using rising intonation by applying their knowledge to -er and -ir verbs. Pupils revisit key sounds ga, go, gu, ge, gi, j.

## Lessons in unit

1. Lifestyle: -er and -ir verbs 3rd person singular
2. Lifestyle choices: -er and -ir verb infinitives
3. Free time activities: -er and -ir verbs 1st person singular
4. Free time activities: -er and -ir verbs 2nd person singular
5. Online activities: -er and -ir verbs 3rd persons
6. Online activities: -er and -ir verbs 3rd person questions

## Prior knowledge requirements

- Pupils know how to use 'es' in sentences with infinitives.
- Pupils know singular persons of -ar verbs.
- Pupils know to use raised intonation when asking a yes/ no question.
- Pupils know what an infinitive is.
- Pupils know singular forms of the verb 'hacer'.
- Pupils know sound-symbol correspondences [ga], [go], [gu], [ge], [gi], [j].

# 13. Describing people and possessions: 'mi' and 'tu'

Year 7

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## Threads

- Adjectives
- Nouns and determiners
- Verb: to have, having

## Unit description

In this unit, pupils learn possessive adjectives 'mi', 'mis', 'tu' and 'tus'. They contrast the third person singular with the third person plural of various verbs, and ask questions using question words. Key sounds revisited are n and ñ.

## Why this, why now?

This unit introduces pupils to possessive adjectives 'mi' and 'tu' for singular objects and 'mis' and 'tus' for plural objects. In another unit, pupils will learn 'su' and 'sus'. Pupils embed their knowledge of 'es' 'son', 'está' 'están', 'tiene' 'tienen', and third person singular and plural -ar/-er/-ir verbs in the context of describing people and possessions. Pupils revisit question words. They revisit key sounds n and ñ.

## Lessons in unit

1. Spanish-speaking cities: article use and 'ser' vs 'estar'
2. What people have: 'tener' singular and plural persons
3. Whose is it? possessive adjectives 'mi' and 'tu'
4. Possessions: number agreement on 'mi' and 'tu'

## Prior knowledge requirements

- Pupils know definite articles in Spanish
- Pupils know indefinite articles in Spanish.
- Pupils know the difference between 'ser' and 'estar' and can conjugate these verbs in the third person singular and plural.
- Pupils know how to conjugate irregular verb 'tener'.
- Pupils know how to conjugate -ar/-er/-ir verbs in the third person singular and plural.
- Pupils know how to form plural nouns.
- Pupils know a variety of question words.
- Pupils know a variety of sound-symbol correspondences including [n] and [ñ].

# 14. Places and plans: 'ir' for present and future plans

Year 7

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## Threads

- Extend written and spoken production
- Read and respond to texts
- The future and conditional
- The present

## Unit description

This unit introduces 'voy', 'vas', 'va', 'vamos'. These forms of 'ir' are combined with 'a' to mean to go to. Pupils learn that 'a' and 'el' combine to make 'al' and contrast this with 'a la'. Pupils learn they can use a present tense form of 'ir' with 'a' and an infinitive expresses the future.

## Why this, why now?

In this unit, pupils learn 'voy', 'vas', 'va', and 'vamos' from 'ir' meaning 'to go'. They learn they can combine these forms with 'a' and an infinitive to express the future. In other units, pupils will learn other forms of the verb 'ir', and other ways to express the future. Pupils learn that 'a' works in a similar way to 'de' and can be combined with 'el' to form 'al', which is contrasted with 'a la'. Pupils revisit key grammar and vocabulary, and expand their personal repertoire working with the poem 'La Playa' by Juan Guinea Díaz. Pupils revisit key sounds v, b, rr, r, silent h.

## Lessons in unit

1. Where people go: give statements with 'ir' in singular persons
2. Where people go: ask questions with 'ir' in singular persons
3. When and where people go: 'ir' 1st person plural
4. Future plans: 'ir' + a + infinitive
5. A day on the beach: La Playa (Juan Guinea Díaz)
6. A day on the beach: La Playa (Juan Guinea Díaz), -ar verbs plural persons
7. Possibilities and limits: negatives with 'pueden', 'deben' and 'quieren'
8. Summer plans: 'ir' + a + infinitive

## Prior knowledge requirements

- Pupils know how to conjugate the first person plural of -ar verbs.
- Pupils know what an infinitive is.
- Pupils know possessive adjectives 'mi', 'mis', 'tu', 'tus'.
- Pupils know how to form negative statements using 'no'.
- Pupils know how to conjugate and use modal verbs 'querer', 'deber', 'poder' in singular persons.
- Pupils know they can turn a statement into a question by using rising intonation.
- Pupils know a variety of sound-symbol correspondences including silent [h], [v], [b], [r], [rr].

# Year 8 units

[View interactive sequence online](#) 

**1**

Contrasting past and present events: -AR verbs singular persons

**2**

People and places: 'ser' and 'estar'

**3**

Comparing what people do: -ER and -IR verbs

**4**

Activities in and out of school: -er and -ir verbs

**5**

Describing how people feel: 'tener' and 'dar' + noun

**6**

Places: -ar, -er, -ir verbs 1st and 3rd person

**7**

Activities past and present: -ar verbs, pronouns, adverbs

**8**

Relationships and daily life: personal 'a', pronouns

**9**

Friendships and birthday celebrations: pronouns, gustar-type verbs

**10**

Opinions and feelings: gustar-type verbs, 'ser' and 'estar'

**11**

Visit to a Spanish city: -ar, -er, -ir verbs

**12**

Family and friends: possessive adjectives, comparatives

**13**

Weekend activities and holidays: 'hacer' and 'ir'

**14**

Asking questions: -ar, -er, -ir verbs

**15**

What is happening now: present continuous, 'este' and 'esta'

# 16

Past and future trips  
to Spain and Spanish  
festivals: -ar verbs,  
'hacer','ir'

# 1. Contrasting past and present events: -AR verbs singular persons

Year 8

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## Threads

- The past
- The present

## Unit description

This unit introduces the preterite. Pupils form the preterite of the first and second persons singular of -ar verbs. They contrast this with the present tense of the first and second persons singular of -ar verbs. Pupils ask questions in the preterite, and form negative sentences using 'no'.

## Why this, why now?

This unit introduces pupils to the preterite, and is the first time they have used the past tense. Pupils learn first and second persons singular of -ar verbs. Pupils will learn how to conjugate the preterite for other persons and other verb types in future units. Pupils embed their knowledge of the first and second persons of -ar verbs in the present by contrasting them with their preterite forms. They revisit question words and negative sentences with 'no' and apply them to the preterite. Pupils are introduced to syllable structure and strong vowels.

## Lessons in unit

1. Summer experiences: -ar verbs 1st person present and past
2. Spanish class experiences: -ar verbs 1st person present and past
3. Comparing summer experiences: -ar verbs 1st and 2nd person singular
4. Questions about the summer holidays: -ar verbs in 2nd person singular

## Prior knowledge requirements

- Pupils know the first and second person singular of -ar verbs in the present tense.
- Pupils know how to make a statement negative using 'no'.
- Pupils know how to make statements about the future using the 2-verb structure 'ir + a + infinitive'.
- Pupils know a variety of question words.
- Pupils know how to turn a statement into a question by using rising intonation.
- Pupils know 'por' is used to express movement and give reasons.
- Pupils know Spanish vowels and consonants.

## 2. People and places: 'ser' and 'estar'

Year 8

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### Threads

- Verb: to be, being

### Unit description

This unit consolidates 'ser' for traits and 'estar' for state/ mood in the context of people and places now versus in general. Pupils combine these verbs with adjectives, practising agreement for gender and number. Weak vowels i and u are combined with strong vowels to create diphthongs.

### Why this, why now?

In this unit, pupils strengthen 'ser' for traits and 'estar' for state/ mood in singular and plural persons. They anchor adjective agreement by combining adjectives with 'ser' and 'estar' to describe what people and places are like, and they embed the use of negatives and questions with these verbs. Pupils are introduced to the concept of weak vowels combining with strong vowels to create diphthongs.

### Lessons in unit

1. People: 'ser' and 'estar' singular persons
2. People and places: 'ser' and 'estar' singular and plural persons

### Prior knowledge requirements

- Pupils know to use 'ser' for traits and 'estar' for state and mood.
- Pupils know singular and plural persons of 'ser' and 'estar'.
- Pupils know adjectives agree for gender and number.
- Pupils know vowels [a], [e], [i], [o], [u]. Pupils know [u] is a weak vowel.
- Pupils know to ask questions by using rising intonation.



### 3. Comparing what people do: -ER and -IR verbs

Year 8

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#### Threads

- The present

#### Unit description

In this unit, pupils learn to form the first person plural form of -er and -ir verbs, and the third person plural 'hacen'. They learn English has two translations of the Spanish present tense - present simple and continuous. Spanish subject pronouns are introduced. Stressed syllables are introduced.

#### Why this, why now?

This unit furthers pupils' knowledge of -er and -ir verbs by adding the first person plural. Pupils embed their knowledge of the first person singular by contrasting it with the first person plural. Present tense forms of the verbs 'hacer', 'deber' and 'poder' are taught or revisited. Pupils revisit 'deber' and 'poder' as modal verbs. They are introduced to the concept that English has present simple and present continuous translations of the Spanish present tense. Pupils build on their knowledge of syllable structure and learn rules for stress on final and penultimate syllables.

#### Lessons in unit

1. News and media: -er verbs in 1st person plural
2. News and media: simple present for immediate plans
3. Activities: singular 'hacer' and subject pronouns
4. Activities: plural 'hacer' and subject pronouns
5. In class and at home: modal verb 'podemos'
6. In class and at home: modal verb 'debemos'
7. A party: -ir verbs in 1st person plural
8. A party: simple present for immediate plans

#### Prior knowledge requirements

- Pupils know the first person singular of -er verbs in the present tense.
- Pupils know 'no' makes a statement negative.
- Pupils know singular forms of the verb 'hacer' in the present tense.
- Pupils know singular forms of modal verbs 'poder' and 'deber' in the present tense.
- Pupils know possessives 'mi', 'mis', 'tu', 'tus'.
- Pupils know how to conjugate the third person plural of -ir verbs in the present tense.
- Pupils know the end of a verb tells us who is doing the action.
- Pupils know English has two present tenses - the present simple and the present continuous.

## 4. Activities in and out of school: -er and -ir verbs

Year 8

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### Threads

- Adjectives
- The past
- The present

### Unit description

This unit introduces the first and second persons singular of the preterite for -er and -ir verbs, contrasted with their present tense counterparts. Pupils form yes/ no questions in the present and preterite tenses, and learn that some adjectives precede the noun.

### Why this, why now?

Pupils already know how to form the first and second persons of the preterite for -ar verbs. In this unit, they learn how to do the same for -er and -ir verbs. Pupils strengthen their knowledge of the first and second persons of -er and -ir verbs in the present tense by contrasting them with their preterite counterparts to describe events in the past and present. Pupils expand their knowledge of word order with prenominal adjectives. They revisit stress rules and learn that if the stress is on the antepenultimate syllable there will always be an accent.

### Lessons in unit

1. At school: -er and -ir verbs 1st person singular preterite
2. At school: prenominal adjectives
3. Free time: -er and -ir verbs 2nd person singular
4. Free time: -er and -ir verbs 2nd person singular in questions

### Prior knowledge requirements

- Pupils know the first and second person singular of -er and -ir verbs in the present tense.
- Pupils know the preterite is for completed actions in the past.
- Pupils know some Spanish adjectives come after the noun.
- Pupils know if stress is on final syllable and the word ends in a vowel or 'n' or 's', then there will be an accent.
- Pupils know what syllable stress is.
- Pupils know a variety of question words in Spanish

## 5. Describing how people feel: 'tener' and 'dar' + noun

Year 8

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### Threads

- The present
- Verb: to be, being

### Unit description

In this unit, pupils combine 'tener' and 'dar' with nouns to form idiomatic expressions to talk about how people feel. They learn new forms of 'dar' first person plural 'damos' and third person plural 'dan', and a new form of 'querer' first person plural 'queremos'. Pupils learn new stress rules.

### Why this, why now?

In this unit, pupils use their existing knowledge of singular and plural forms of 'tener' in the present tense to create idiomatic expressions describing how people feel using 'tener' with a noun. Pupils add two new forms of 'dar' to their repertoire and combine new and revisited forms of 'dar' with nouns to talk about how people feel. Pupils revisit subject pronouns and when they are used in Spanish. Pupils consolidate 'quiero' and 'quiere' and add 'queremos'. Pupils further their understanding of stress by learning a new rule.

### Lessons in unit

1. What people have: 'tener' singular persons
2. How people feel: idiomatic uses of 'tener' + noun
3. Free time: what people do
4. How people feel: idiomatic uses of 'dar' + noun

### Prior knowledge requirements

- Pupils know 'tener' in singular and plural persons in the present tense.
- Pupils know question word 'cuánto(s)'.
- Pupils know subject pronouns 'yo', 'tú', 'él', 'ella', 'nosotros', 'ellos'.
- Pupils know singular forms of modal verb 'querer' and can use these with a second verb in the infinitive.
- Pupils know singular forms of 'dar' 'doy' and 'da'.
- Pupils know sound-symbol correspondences [ca], [co], [cu].
- Pupils know what stress means.

## 6. Places: -ar, -er, -ir verbs 1st and 3rd person

Year 8

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### Threads

- Cultural spotlight
- The present
- Verb: to have, having

### Unit description

This unit develops pupils' verb knowledge. They recap first and third person plural -ar, -er, and -ir verbs, and learn 'van a' to express future meaning. Pupils use 'ir de' with nouns to talk about activities, and combine 'para' with the infinitive to mean 'in order to'.

### Why this, why now?

In this unit, pupils develop the ways in which they can use verbs. Pupils build on their existing knowledge of the present tense of 'ir' with 'a' to express the future by adding 'van a'. They also use 'ir de' with new and revisited nouns to talk about activities and combine 'para' with new and revisited infinitives. Pupils consolidate -ar, -er, and -ir verbs, subject pronouns nosotros/as and ellos/as, singular and plural nouns, and indefinite articles, and work on a challenging text 'Bolivia: Un país diverso'. Pupils revisit key sounds cu plus a vowel, ll, l, ce, ci.

### Lessons in unit

1. A country in South America: 'es' and 'tiene'
2. Bolivia: -er and -ir verbs 3rd person singular and plural
3. Describe where people go: 'ir' in singular persons
4. Say where people are going: 'ir' in plural persons
5. Christmas preparations: simple present and continuous with -ar verbs
6. My Christmas: present continuous of -ar, -er, -ir verbs

### Prior knowledge requirements

- Pupils know 'voy' 'vas' 'va' 'vamos' with 'a' and an infinitive to express future meaning.
- Pupils know 'al' and 'a la'.
- Pupils know the first and third person plural of -ar/-er/-ir verbs in the present tense.
- Pupils know subject pronouns 'nosotros/as' and 'ellos/as'.
- Pupils know sound-symbol correspondences [cu], [ll], [l], [ce], [ci].

# 7. Activities past and present: -ar verbs, pronouns, adverbs

Year 8

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## Threads

- Nouns and determiners
- The past
- The present

## Unit description

This unit introduces pupils to the third person singular preterite of -ar, -er, and -ir verbs. Pupils contrast these forms with their present tense counterparts. Key sounds revisited are z, que, qui. Pupils contrast z with ce and ci.

## Why this, why now?

This unit furthers pupils' knowledge of -ar, -er and -ir verbs in the preterite by adding the third person singular. Pupils embed their knowledge of the present tense, contrasting present tense forms of verbs with preterite forms. Pupils consolidate singular forms of the preterite in a variety of activities. They revisit asking questions using question words and rising intonation, and are reminded of the difference between 'del' and 'de la'. Pupils revisit key sounds z, que, qui. They contrast z with ce and ci and learn the differences in pronunciation in the Spanish-speaking world.

## Lessons in unit

1. Socialising: -ar verbs 1st person present, 3rd person preterite
2. Socialising: adverbs of position, contraction 'del'
3. Travel: -er and -ir verbs 3rd person singular preterite
4. Travel: -er and -ir verbs singular persons preterite, subject pronouns
5. Sustainability activities: -ar verbs singular persons preterite
6. Sustainability activities: -er and -ir verbs singular persons preterite

## Prior knowledge requirements

- Pupils know the first and second persons singular of -ar, -er, -ir verbs in the preterite.
- Pupils know the first and third persons singular of -ar, -er, -ir verbs in the present tense.
- Pupils know how to form singular persons of the present continuous.
- Pupils know when to use the simple present and present continuous appropriately.
- Pupils know 'del' and 'de la' are often used after adverbs of location.
- Pupils know sound-symbol correspondences [z], [ce], [ci], [que], [qui].
- Pupils know 'mucho' is an adverb and means 'much' or 'a lot'.
- Pupils know they can turn a statement into a question by using rising intonation. They know that in English these questions use a form of 'do'.

- Pupils know that some Spanish adjectives come before the noun.

## 8. Relationships and daily life: personal 'a', pronouns

Year 8

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### Threads

- Nouns and determiners
- The present

### Unit description

In this unit, pupils learn how to use personal 'a'. Pupils are introduced to reflexive verbs and reflexive pronouns 'me' and 'te'. They contrast these with possessive adjectives 'mi' and 'tu'. Key sounds revisited are hard g with ga, go, gu, and soft g with ge, gi, j.

### Why this, why now?

This unit builds on pupils' knowledge of verbs in the present tense and provides them with new ways to talk about people with personal 'a' and reflexive verbs and pronouns. Pupils strengthen their knowledge of possessive adjectives 'mi', 'mis', 'tu' and 'tus', contrasting 'mi' and 'tu' with reflexive pronouns 'me' and 'te'. Pupils revisit key sounds hard g with ga, go, gu, and soft g with ge, gi, j.

### Lessons in unit

1. Routines: personal 'a'
2. Routines: personal 'a' and contraction 'al'
3. Relationships and routines: reflexive 'me'
4. Relationships and routines: reflexive 'te'

### Prior knowledge requirements

- Pupils know possessive adjectives 'mi', 'mis', 'tu', 'tus'.
- Pupils know sound-symbol correspondences [ga], [go], [gu], [ge], [gi], [j].
- Pupils know definite articles 'el' and 'la'.
- Pupils know 'a' means 'to' after a verb.
- Pupils know some adjectives come before the noun.
- Pupils know a variety of regular -ar, -er, -ir verbs in the present tense.

## 9. Friendships and birthday celebrations: pronouns, gustar-type verbs

Year 8

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### Threads

- The present

### Unit description

This unit introduces object-verb-subject word order with direct object pronouns 'lo' and 'la' and indirect object pronouns 'me', 'te', 'le'. Pupils describe events, friendships and relationships. Key sounds revisited are n, ñ, b, v.

### Why this, why now?

In this unit, pupils learn object-verb-subject word order, direct object pronouns 'lo' and 'la', and indirect object pronouns 'me', 'te', 'le'. They anchor their existing knowledge of personal 'a' in these sentences. In the next unit, pupils will use the indirect object pronouns with gustar-type verbs. Pupils revisit key sounds n, ñ, b, v.

### Lessons in unit

1. Who does what? personal 'a'
2. Who does what? direct object pronouns 'lo' and 'la'
3. Birthday celebrations: indirect object pronouns 'me' and 'te'
4. Birthday celebrations: indirect object pronoun 'le'

### Prior knowledge requirements

- Pupils know what a direct object is.
- Pupils know how to use personal 'a'.
- Pupils know sound-symbol correspondences [n], [ñ], [v], [b].
- Pupils know how to conjugate regular -ar, -er, -ir verbs in the present tense.
- Pupils know how to conjugate regular third person singular -ar verbs in the preterite.



# 10. Opinions and feelings: gustar-type verbs, 'ser' and 'estar'

Year 8

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## Threads

- Cultural spotlight
- Read and respond to texts
- The present
- Verb: to be, being

## Unit description

This unit introduces gustar-type verbs in the context of giving opinions about something. Exploitation of the text 'Ayaymamá' provides consolidation of 'ser' for traits and 'estar' for state/location. Key sounds revisited are rr, r, silent h.

## Why this, why now?

In this unit, pupils learn how to give opinions using gustar-type verbs. They build on their existing knowledge of indirect object pronouns 'me', 'te', 'le' and object-verb-subject word order. Pupils secure 'ser' for traits and 'estar' for state or location by exploiting the text 'Ayaymamá'. Pupils revisit key sounds rr, r, silent h.

## Lessons in unit

1. Preferences and opinions: gustar-type verbs
2. Preferences and opinions: personal 'a' and gustar-type verbs
3. Opinions about school: gustar-type verbs
4. Who does what? personal 'a' and gustar-type verbs
5. Extended reading (Ayaymamá): 'ser' and 'estar'
6. Extended reading (Ayaymamá): telling the time

## Prior knowledge requirements

- Pupils know indirect object pronouns 'me', 'te', 'le'.
- Pupils know what an indirect object is.
- Pupils know object-verb-subject word order.
- Pupils know sound-symbol correspondences [r], [rr], silent [h].
- Pupils know how to conjugate the third person singular and plural of regular present tense verbs.
- Pupils know the different uses of 'ser' and 'estar'.

# 11. Visit to a Spanish city: -ar, -er, -ir verbs

Year 8

[Go to unit resources](#) 

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## Threads

- The present

## Unit description

This unit focuses on singular present tense -ar, -er, and -ir verbs. The unit revisits infinitives and 'para' with an infinitive. Key sounds revisited are a, e, i, o, u, r, rr, co, ci, ll, que, qui, silent h, gu, go, gui, ge, z, b, v.

## Why this, why now?

This unit provides pupils with the opportunity to consolidate what they have learned about -ar, -er, -ir verbs in the present tense. Pupils revisit singular forms of present tense verbs, infinitives, and 'para' with an infinitive. Revisited vocabulary from Year 7, and several revisited SSCs provide further consolidation opportunities. Pupils anchor this knowledge in the context of a visit to a Spanish city - Santa Cruz de Tenerife.

## Lessons in unit

1. In Tenerife: -er and -ir verbs singular persons
2. In Tenerife: -ar verbs singular persons

## Prior knowledge requirements

- Pupils know singular persons of -ar, -er, -ir verbs in the present tense.
- Pupils know what an infinitive is.
- Pupils know how to use 'para' with an infinitive to mean 'in order to'.
- Pupils know to use subject pronouns when comparing people.
- Pupils know Spanish uses the same tense for routine and ongoing actions, and that adverbs and context help decide which English tense to use.
- Pupils know 'para' also means 'for'.

# 12. Family and friends: possessive adjectives, comparatives

Year 8

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## Threads

- Adjectives
- Cultural spotlight

## Unit description

In this unit, pupils learn possessive adjectives 'su', 'sus', 'nuestra', 'nuestro'. They learn comparatives 'más/menos ... que' and irregular comparatives 'mejor que' and 'peor que'. Demonstratives 'este', 'esta', 'estos', 'estas' are introduced.

## Why this, why now?

In this unit, pupils build on their knowledge of possessive adjectives 'mi', 'mis', 'tu', and 'tus' by adding 'su', 'sus', 'nuestra', 'nuestro' to their repertoire. Pupils embed 'está/están' for states and 'es/son' for traits with number and gender agreement for adjectives in sentences using comparatives, which are new to this unit. Pupils learn demonstratives 'este', 'esta', 'estos', 'estas' and use these in sentences with comparatives. In phonics, spelling change to -qué and -gué in 1st person preterite is introduced, and pupils revisit strong and weak vowels.

## Lessons in unit

1. Describe family members: possessive adjective 'su'
2. Describe family members: possessive adjective 'nuestro'
3. Festival experiences: comparatives 'más que' and 'menos que'
4. Festival experiences: comparatives 'mejor que' and 'peor que'
5. Shopping with friends: demonstrative adjectives 'este' and 'esta'
6. Shopping with friends: demonstrative adjectives 'estos' and 'estas'

## Prior knowledge requirements

- Pupils know possessive adjectives 'mi', 'mis', 'tu', 'tus'.
- Pupils know the third person singular and plural of 'ser' in the present tense.
- Pupils know adjectives in Spanish agree for gender and number.
- Pupils know the third person singular and plural of 'estar' in the present tense.
- Pupils know a variety of question words.
- Pupils know strong vowels [a], [e], [o].
- Pupils know weak vowels [i], [u].

# 13. Weekend activities and holidays: 'hacer' and 'ir'

Year 8

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## Threads

- The past

## Unit description

This unit introduces singular preterite forms for irregular verbs 'hacer' and 'ir', and revisits their present tense singular forms. Pupils combine adverbs of location with 'del' and 'de la' and use forms of 'ir' with 'al' and 'a la'. Pupils revisit final syllable stress.

## Why this, why now?

This unit furthers pupils' knowledge of verbs in the preterite by adding 'hice', 'hiciste', 'hizo', 'fui', 'fuiste', 'fue'. Pupils contrast these verbs with their irregular present tense counterparts. Pupils revisit adverbs of location with 'del' and 'de la' and anchor this knowledge to form sentences using adverbs of location and 'hacer'. They revisit 'al' and 'a la' and expand their use by combining them with 'ir' in the preterite. Rules around final syllable stress are revisited.

## Lessons in unit

1. Weekend activities: 'hice' and 'hiciste'
2. Weekend activities: 'hizo'
3. Excursions and trips: 'fui' and 'fuiste'
4. Excursions and trips: 'fue'

## Prior knowledge requirements

- Pupils know singular persons of 'hacer' in the present tense.
- Pupils know singular persons of 'ir' in the present tense.
- Pupils know 'del' and 'de la' often follow adverbs of position to refer to a person, place, or thing.
- Pupils know 'al' and 'a la' often follow 'ir' to mean 'to'.
- Pupils know when a word with stress on the last syllable ends in the consonants n or s, an accent is needed on the vowel of that last syllable.
- Pupils know to use subject pronouns when comparing what different people do.

# 14. Asking questions: -ar, -er, -ir verbs

Year 8

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## Threads

- The present

## Unit description

This unit revisits past and present regular -ar, -ir, -er verbs. Pupils listen to and ask questions using rising intonation, and are reminded that Spanish does not use do, did or does to ask questions. Pupils revisit penultimate syllable stress.

## Why this, why now?

In this unit, pupils consolidate their knowledge of preterite singular forms of regular -ar, -ir, and -er verbs and irregular forms of 'hacer' and 'ir'. Pupils will learn plural forms of the preterite in another unit. They also consolidate present tense singular and plural regular -ar, -ir, and -er verbs. They revisit listening to and asking questions in the past and present using rising intonation, and are reminded that Spanish does not use do, did or does to ask questions. The unit revisits penultimate syllable stress.

## Lessons in unit

1. Questions about past trips: regular preterite verbs 1st and 2nd person singular
2. Famous Spanish speakers: regular verbs 3rd person singular (preterite)
3. What people do at school: regular verbs 3rd person (present)
4. What people do at school: regular verbs 1st and 2nd person singular (present)

## Prior knowledge requirements

- Pupils know singular persons of regular -ar, -er, -ir verbs in the preterite.
- Pupils know all persons singular and plural of regular -ar, -er, -ir verbs in the present tense.
- Pupils know the preterite is used for completed actions in the past.
- Pupils know to turn a statement to a question by using rising intonation, and that this is translated with a form of 'do' in English.

# 15. What is happening now: present continuous, 'este' and 'esta'

Year 8

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## Threads

- Adjectives
- Cultural spotlight
- The present

## Unit description

In this unit, pupils learn how to form the present continuous of -ar, -er, and -ir verbs to talk about what is happening now.

Demonstratives 'esta' and 'estas' and modal verb 'querer' are revisited. In phonics, pupils revisit ante-penultimate syllable stress.

## Why this, why now?

In this unit, pupils use their knowledge of 'estar' in the present tense, and combine it with a present participle to form the present continuous. Demonstratives 'esta' and 'estas' with a noun are contrasted with 'estás' and 'está' with a gerund to preempt a common misconception. Pupils strengthen their knowledge of 'querer' as a modal verb in the first and third person plural. In phonics, pupils revisit ante-penultimate syllable stress.

## Lessons in unit

1. Exercise and fitness: present continuous with -ar verbs
2. Exercise and fitness: 'este' and 'esta'
3. Films and cinema: present continuous with -er and -ir verbs
4. Films and cinema: modal verbs

## Prior knowledge requirements

- Pupils know singular and plural forms of 'estar' in the present tense.
- Pupils know a variety of question words.
- Pupils know a variety of regular -ar, -er, -ir verbs in the present tense.
- Pupils know demonstrative adjectives 'este', 'esta', 'estos' and 'estas'.
- Pupils know plural forms of 'querer' 'queremos' and 'quieren'.
- Pupils know that modal verbs such as 'deber' are followed by an infinitive.

# 16. Past and future trips to Spain and Spanish festivals: -ar verbs, 'hacer', 'ir'

Year 8

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## Threads

- Cultural spotlight
- The past

## Unit description

This unit revisits -ar verbs in the context of the text 'La Tomatina'. Pupils revisit 'ir a' to express future meaning in the context of planning a trip, and singular forms of 'hacer' and 'ir' in the preterite in the context of a past trip.

## Why this, why now?

In this unit, pupils embed the third person singular and plural of -ar verbs in the present tense with the exploration of the text 'La Tomatina'. Pupils consolidate using present singular forms of 'ir a' with an infinitive to express future meaning, and single forms of 'ir' and 'hacer' in the preterite. Revisited vocabulary from Year 7, and several revisited SSCs provide further consolidation opportunities.

## Lessons in unit

1. Hispanic festivals: -ar verbs 3rd person present
2. Hispanic festivals: -ar verbs 3rd person preterite
3. Past trips: 'hacer' and 'ir' singular persons preterite
4. Future trips: 'ir' + a + infinitive

## Prior knowledge requirements

- Pupils know singular and plural persons of 'ir' with 'a' and an infinitive to describe future plans.
- Pupils know singular preterite forms for irregular verbs 'ir' and 'hacer'.
- Pupils know that verbs that end in -car change to -qué in the first person preterite.
- Pupils know that verbs that end in -gar change to -gué in the first person preterite.
- Pupils know how to conjugate third person singular and plural -ar verbs in the present tense.

# Year 9 units

[View interactive sequence online](#) 

**1**

**My holidays: -ar, -er, -ir verbs**

**2**

**Everyday life: possessive adjectives, pronouns**

**3**

**Activities and opinions: pronouns, gustar-type verbs**

**4**

**Sport and healthy living: present continuous, 'vuestro/a'**

**5**

**Weekends: 'ser', 'estar', 'ir' and 'hacer'**

**6**

**School is out! 'Ir' and 'ir' + a + infinitive**

**7**

**Countries: 'hacer', -ar verbs**

**8**

**Times of change: -er, -ir, -ar verbs 1st and 3rd person**

**9**

**Important events : 'tener' present and preterite**

**10**

**Important events: present and imperfect continuous**

**11**

**Past routines and past events: imperfect tense**

**12**

**Work and school: 'ser', 'estar' and 'ir'**

**13**

**Friends: 'ser', 'estar' and demonstrative adjectives**

**14**

**Inspiring people: 3rd person singular and plural preterite**

**15**

**Plans for the holidays: 'ir' + a + infinitive**



# 1. My holidays: -ar, -er, -ir verbs

Year 9

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## Threads

- The past

## Unit description

This unit revisits singular forms of the preterite of regular -ar, -er, and -ir verbs, subject pronouns 'yo', 'tú', 'él', 'ella', question words and forming negative statements. In phonics, pupils identify the number of syllables in cognates and revisit final syllable stress.

## Why this, why now?

In this unit, pupils consolidate singular forms of the preterite of regular -ar, -er, and -ir verbs in the context of talking about past holidays. They will learn the plural forms in another unit. A subset of vocabulary from Years 7 and 8 is revisited. This will be a regular feature in Year 9 to ensure pupils regularly practice all words they have already learned. Pupils reinforce their knowledge that cognates in Spanish are pronounced differently to English, and identify how many syllables each word contains to reinforce knowledge of Spanish stress patterns.

## Lessons in unit

1. Past holidays: -ar verbs 1st and 2nd person preterite
2. Past holiday questions: -ar verbs 2nd person preterite
3. Past holidays: -er and -ir verbs 1st and 2nd person preterite
4. Past holiday questions: -er and -ir verbs 2nd person preterite

## Prior knowledge requirements

- Pupils know singular persons of regular -ar verbs in the preterite.
- Pupils know singular persons of regular -er and -ir verbs in the preterite.
- Pupils know a variety of question words.
- Pupils know how to form negative statements.
- Pupils know subject pronouns 'yo', 'tú', 'él', 'ella'.
- Pupils know to use rising intonation to change a statement into a question. They know these questions are translated with a form of 'do' in English.
- Pupils know if stress is on the final syllable of a word, and it ends in any consonant except 'n' or 's', then there is no accent.

## 2. Everyday life: possessive adjectives, pronouns

Year 9

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### Threads

- Nouns and determiners
- The present
- Verb: to be, being

### Unit description

This unit revisits possessive adjectives 'mi', 'mis', 'tu', 'tus' and contrasts them with reflexive pronouns 'me', 'te'. Reflexive pronoun 'se' is taught and contrasted with 'su' and 'sus'. Pupils revisit 'es', 'son', 'está', 'están', present tense -ar verbs, and adjective-noun number agreement.

### Why this, why now?

In this unit, pupils expand their knowledge of reflexive pronouns by adding 'se' to 'me' and 'te' which they already know. Pupils refresh their knowledge of reflexive pronouns, and contrast them with possessive adjectives to highlight the difference between the two. Traits are covered with 'ser' and location is covered with 'estar' to reinforce the irregular forms of, and difference in meaning between, these two key verbs. Stress patterns are reinforced in sounds of the language.

### Lessons in unit

1. Where are my things? 'mi', 'tu' and adverbs of position
2. Routine events: reflexive pronouns 'me' and 'te'
3. People and places in Mexico: possessive adjective 'su'
4. A Mexican tradition: reflexive pronoun 'se'

### Prior knowledge requirements

- Pupils know possessive adjectives 'mi', 'mis', 'tu', 'tus', 'su', 'sus'.
- Pupils know reflexive pronouns 'me' and 'te'.
- Pupils know the third person singular and plural of 'estar' in the present tense.
- Pupils know how to conjugate -ar verbs in the present tense.
- Pupils know the third person singular and plural of 'ser' in the present tense.
- Pupils know adjectives agree for gender and number.
- Pupils know if stress is on the final syllable and the word ends in a vowel or 'n' or 's', then there will be an accent.
- Pupils know if stress is on the penultimate syllable and the word ends in any vowel or 'n' or 's', then there will be no accent.

### 3. Activities and opinions: pronouns, gustar-type verbs

Year 9

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#### Threads

- The present
- Word order

#### Unit description

This unit introduces plural direct object pronouns 'los' and 'las' and plural indirect object pronoun 'les'. Pupils revisit gustar-type verbs, personal 'a', object-first word order, and singular and plural present tense -ar verbs. In phonics pupils revisit stress patterns.

#### Why this, why now?

In this unit, pupils build on their knowledge of direct and indirect object pronouns by adding 'los', 'las' and 'les' to their repertoire. They anchor these in their existing knowledge of object-first word order, personal 'a', and gustar-type verbs. Pupils expand their knowledge of gustar-type verbs by using them in the infinitive. Plural and singular forms of -ar verbs are consolidated.

#### Lessons in unit

1. Eating and drinking: pronouns 'lo' and 'la'
2. Eating and drinking: pronouns 'los' and 'las'
3. A school trip: object-first word order
4. A school trip: gustar-type verbs
5. Looking after others: pronouns 'le' and 'les'
6. Looking after others: object-first word order and personal 'a'

#### Prior knowledge requirements

- Pupils know singular and plural persons of regular -ar verbs in the present tense.
- Pupils know how to use object-first word order.
- Pupils know direct object pronouns 'lo' and 'la'.
- Pupils know indirect object pronouns 'me', 'te', 'le'.
- Pupils know how to use gustar-type verbs.
- Pupils know how to use personal 'a'.
- Pupils know how to use 'dar' with a noun to talk about emotions.
- Pupils know that if stress is on the penultimate syllable and the word ends in any consonant except 'n' or 's', then there will be an accent.
- Pupils know that if stress is on the antepenultimate syllable there will always be an accent.

## 4. Sport and healthy living: present continuous, 'vuestro/a'

Year 9

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### Threads

- Nouns and determiners
- The present
- Verb: to be, being

### Unit description

This unit introduces the second person plural form of -ar verbs, which pupils contrast with the second person singular. They learn forms 'sois' and 'estáis', and form the present continuous using 'estáis'. Second person plural possessive adjective 'vuestro/a' is introduced in singular forms.

### Why this, why now?

This unit expands pupils' knowledge of present tense -ar verbs, 'ser' and 'estar' by adding the second person plural forms. This knowledge enables pupils to form the present continuous, which they learned in a previous unit, using 'estáis'. Furthermore, pupils learn to use second person plural possessive adjective 'vuestro/a' which they contrast with their existing knowledge of possessive adjective 'tu'. In phonics, pupils consolidate forming diphthongs with strong and weak vowels, and hiato with two strong vowels.

### Lessons in unit

1. Sport and exercise: -ar verbs 2nd person singular and plural
2. Sport and exercise: present continuous with -AR verbs
3. Health: 'vuestro' and 'vuestra'
4. Health: 'estáis' and 'sois'

### Prior knowledge requirements

- Pupils know how to conjugate -ar verbs in the second person singular in the present tense.
- Pupils know how to form the present continuous using -ar verbs.
- Pupils know the difference between 'ser' and 'estar'.
- Pupils know possessive adjective 'tu'.
- Pupils know strong and weak vowels.
- Pupils know to use rising intonation to change a statement to a question, and that these questions are translated with a form of 'do' in English.

## 5. Weekends: 'ser', 'estar', 'ir' and 'hacer'

Year 9

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### Threads

- Adjectives
- Cultural spotlight
- The present

### Unit description

This unit revisits 'ser' versus 'estar', regular and irregular comparative adjectives, adjective-noun number and gender agreement, forming the present continuous, reflexive pronouns, personal 'a', direct and indirect object pronouns, and gustar-type verbs.

### Why this, why now?

This unit provides pupils with the opportunity to consolidate what they have learned in previous units. Regular revisiting of key grammatical structures ensures they remain in pupils' working memory and build a solid foundation for pupils to learn new grammar in future units. Likewise, vocabulary from Years 7 and 8 is also consolidated in this unit. In phonics, pupils revisit forming hiato with strong vowels.

### Lessons in unit

1. A trip to Asturias: 'ser' and 'estar' 1st and 3rd person
2. A trip to Asturias: comparative adjectives
3. Weekend activities: -ar verbs 2nd person singular and plural
4. Weekend activities: pronouns 'me', 'te', 'le' and 'les'

### Prior knowledge requirements

- Pupils know the difference between 'ser' and 'estar'.
- Pupils know how to conjugate singular and plural persons of 'ser' and 'estar' in the present tense.
- Pupils know a variety of regular and irregular comparative adjectives.
- Pupils know that adjectives agree for gender and number.
- Pupils know strong vowels [a], [e], [o].
- Pupils know how to use reflexive verbs and reflexive pronoun 'se'.
- Pupils know direct objects 'los' and 'las'.
- Pupils know indirect objects 'me', 'te', 'le' and 'les'.
- Pupils know how to use gustar-type verbs.

## 6. School is out! 'Ir' and 'ir' + a + infinitive

Year 9

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### Threads

- Cultural spotlight
- Derivational word patterns
- The future and conditional
- The present

### Unit description

This unit focuses on 'ir'. Pupils learn the present tense second person plural form 'vais'. They revisit preterite singular forms of 'ir' and contrast these with present tense singular forms. Pupils also revisit plural forms of 'ir a' with an infinitive to express future meaning.

### Why this, why now?

In this unit, pupils expand their knowledge of present tense forms of 'ir' by adding second person plural form 'vais'. They use this to form sentences using 'vais a' with an infinitive to express future meaning, and also consolidate other plural forms of 'ir' with 'a'. They revisit singular forms of 'ir' in the preterite, and contrast these with singular present tense forms to talk about where people go and went. Pupils refresh combining 'ir' with 'al' and 'a la', and adverbs ending '-mente'. In phonics, pupils revisit use of accents, and revisit key sounds gue versus ge and gui versus gi.

### Lessons in unit

1. Where people go and went: 'ir' in singular persons
2. Where people go and went: suffix -ción
3. Seasonal traditions: 'vais'
4. Seasonal traditions: 'ir' + a + infinitive

### Prior knowledge requirements

- Pupils know singular and plural persons of 'ir' in the present tense.
- Pupils know singular persons of 'ir' in the preterite.
- Pupils know to use 'ir' with 'a' and a verb in the infinitive to express future intention.
- Pupils know 'para' with an infinitive means 'in order to'.
- Pupils know sound-symbol correspondences [ge], [gi].
- Pupils know stress rules for plural nouns.
- Pupils know -ly at the end of an English adverb often changes to -mente in Spanish.

## 7. Countries: 'hacer', -ar verbs

Year 9

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### Threads

- Cultural spotlight
- The past
- The present

### Unit description

This unit revisits singular present and preterite forms of 'hacer', and introduces the use of 'hacer' with the weather. Pupils learn plural forms '-amos' and '-aron' for -ar verbs in the preterite, and contrast these with their singular counterparts and '-amos' in the present tense.

### Why this, why now?

In this unit, pupils consolidate singular present and preterite forms of 'hacer'. They build on this knowledge to talk about what the weather is or was like when doing activities. Pupils are already familiar with singular forms of -ar verbs in the preterite, and now add '-amos' and '-aron' to their repertoire. They refresh singular forms by contrasting them with the new plural preterite forms, and also contrast preterite '-amos' with present tense '-amos', as this is an area of linguistic difficulty. New sound ch is taught, and stress patterns are revisited.

### Lessons in unit

1. Current activities: 'hago', 'haces', 'hace'
2. Weather in Chile: 'hace' and 'hizo'
3. Fundraising in Spain: -ar verbs 1st person (present)
4. Fundraising in Colombia: -ar verbs 1st person (present and past)
5. The history of Peru: -ar verbs 3rd person (preterite)
6. The history of Peru: -ar verbs 1st and 3rd person (preterite)

### Prior knowledge requirements

- Pupils know singular persons of 'hacer' in the present tense and in the preterite.
- Pupils know a variety of question words.
- Pupils know how to use the present continuous.
- Pupils know singular and plural persons of -ar verbs in the present tense.
- Pupils know singular persons of -ar verbs in the preterite.
- Pupils know sound-symbol correspondence silent [h].
- Pupils know rules for stress on the penultimate or the antepenultimate syllable of a word.
- Pupils know the Spanish present tense has two English translations, and that time adverbs and context help decide which English translation to use.

## 8. Times of change: -er, -ir, -ar verbs 1st and 3rd person

Year 9

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### Threads

- The past
- The present

### Unit description

In this unit, pupils learn plural forms '-imos' and '-ieron' for -er and -ir verbs in the preterite, and contrast these with their singular counterparts and '-imos' and '-emos' in the present tense. Pupils revisit possessive adjectives 'nuestro/a' and learn their plural forms 'nuestros/as'.

### Why this, why now?

This unit revisits plural preterite forms of -ar verbs. Pupils are already familiar with singular forms of -er and -ir verbs in the preterite, and now add '-imos' and '-ieron' to their repertoire. They refresh singular forms by contrasting them with the new plural preterite forms, and also contrast preterite '-imos' with present tense '-imos' and '-emos', as this is an area of linguistic difficulty. Pupils revisit possessive adjectives 'mi', 'mis', 'tu', 'tus', 'su', 'sus' and expand 'nuestro/a' to include plural forms 'nuestros/as'. New sounds je, ja, jo, ju are compared to ge, ga, go, gu.

### Lessons in unit

1. Migration: -er and -ir verbs 1st and 3rd person (present)
2. Migration: -ir verbs 1st person (preterite)
3. Climate change: -er and -ir verbs 3rd person (present)
4. Climate change: -er and -ir verbs 3rd person (preterite)
5. School events: -ar verbs 1st and 3rd person
6. School events: -er and -ir verbs 1st and 3rd person

### Prior knowledge requirements

- Pupils know how to conjugate singular and plural persons of -ar, -er, -ir verbs in the present tense.
- Pupils know how to conjugate first and third person plural forms of regular -ar verbs in the preterite.
- Pupils know how to conjugate singular persons of regular -er and -ir verbs in the preterite.
- Pupils know possessive adjectives 'mi', 'mis', 'tu', 'tus', 'su', 'sus', 'nuestro', 'nuestra'.
- Pupils know sound-symbol correspondences [ge], [ga], [go], [gu], [ca], [co], [cu].



## 9. Important events : 'tener' present and preterite

Year 9

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### Threads

- The past
- Verb: to be, being
- Verb: to have, having

### Unit description

This unit introduces singular preterite forms of 'tener', and revisits its singular present tense forms. Singular forms of the imperfect tense of 'estar' are introduced, and present tense singular forms are revisited. Pupils learn relative pronoun 'que' in subject relative clauses.

### Why this, why now?

In this unit, pupils add to their repertoire of verbs in the preterite with singular forms of 'tener' 'tuve', 'tuviste', 'tuvo'. Pupils strengthen their knowledge of 'tener' in the present tense and consolidate the use of 'tener que' plus an infinitive. Pupils refresh knowledge of singular present tense forms of 'estar', and are introduced to the imperfect tense with 'estaba', 'estabas', 'estaba' for both location and states. Pupils will learn more imperfect verbs in another unit. This unit introduces relative pronoun 'que' and subject relative clauses. Pupils revisit key sounds z, s, ce, ci.

### Lessons in unit

1. Film-making: 'tengo', 'tienes', 'tiene'
2. Film-making: 'tuve', 'tuviste', 'tuvo'
3. Time in a new country: 'estaba'
4. Time in a new country: relative pronoun 'que'

### Prior knowledge requirements

- Pupils know singular persons of the verb 'tener' in the present tense and preterite.
- Pupils know 'tener que' with an infinitive expresses obligation.
- Pupils know how to use demonstrative pronouns 'este' and 'esta'.
- Pupils know singular persons of the verb 'estar' in the present tense and preterite.
- Pupils know to use 'del' and 'de la' after adverbs of location to refer to a person, place or thing.
- Pupils know how to form regular and irregular comparatives.
- Pupils know sound-symbol correspondences [z], [s], [ce], [ci].

# 10. Important events: present and imperfect continuous

Year 9

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## Threads

- The past
- The present

## Unit description

In this unit, pupils combine imperfect forms of 'estar' with a present participle to talk about events in progress, and use the preterite for interruptions. 'Donde' and 'cuando' are introduced as relative pronouns for subject relative clauses. Demonstratives 'estos' and 'estas' are revisited.

## Why this, why now?

Pupils already know how to form the imperfect tense using singular forms of 'estar', and how to form the present participle. Now they learn to combine these elements to talk about events in progress in the past. They refresh their knowledge of the preterite, which they use to talk about interruptions. Pupils are already familiar with subject relative clauses using 'que', and now add 'donde' and 'cuando' to their repertoire. They also strengthen their knowledge of demonstrative pronouns 'estos' and 'estas'. Pupils revisit key sounds b, v, n, ñ.

## Lessons in unit

1. Local and international events: present continuous
2. Local and international events: imperfect continuous
3. News events: present and imperfect continuous
4. News events: -ar verbs preterite tense for interruptions

## Prior knowledge requirements

- Pupils know singular and plural persons of the verb 'estar' in the present tense.
- Pupils know how to form the present continuous.
- Pupils know singular and plural persons of -ar, -er, -ir verbs in the preterite.
- Pupils know how to use subject relative clauses with 'que'.
- Pupils know demonstrative pronouns 'estos', 'estas'.
- Pupils know sound-symbol correspondences [v], [b], [n], [ñ].

# 11. Past routines and past events: imperfect tense

Year 9

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## Threads

- Read and respond to texts
- The past

## Unit description

In this unit, pupils learn how to form the imperfect tense for past habitual events with -ar, -er, -ir verbs. Irregular imperfect forms for 'ser' 'era' and 'eras' are also taught. Pupils reinforce their knowledge of the imperfect tense by exploring the text 'El Quijote'.

## Why this, why now?

Pupils are already familiar with singular forms of 'estar' in the imperfect tense. Now, they are introduced to using the imperfect tense to talk about past habitual events. They learn singular forms of the imperfect tense for -ar, -er, and -ir verbs in addition to irregular verb 'ser'. Pupils strengthen their knowledge of the preterite by contrasting it with the imperfect. They also revisit modal verbs, the difference between 'ser' and 'estar', pronominal adjectives, and 'cuando' as a relative pronoun. Pupils revisit key sounds r, rr, l, ll, and stress patterns.

## Lessons in unit

1. Past experiences of work: -ar verbs imperfect tense 1st person singular
2. Past experiences of work: -ar verbs imperfect tense 2nd person singular
3. Past celebrations: -er and -ir verbs imperfect tense
4. Past routines: -er and -ir verbs imperfect tense
5. Present and past experiences of work: 'eres' and 'eras'
6. The past of a Spanish-speaking city: 'era'
7. Extended reading (Don Quijote): 'había' and 'tenía'
8. Extended reading (Don Quijote): imperfect continuous

## Prior knowledge requirements

- Pupils know singular persons of 'estar' in the imperfect.
- Pupils know singular and plural persons of -ar, -er, -ir regular and irregular verbs in the preterite.
- Pupils know modal verbs 'deber', 'poder', 'querer' in the present tense.
- Pupils know singular and plural persons of 'ser' in the present tense.
- Pupils know how to use 'cuando' as a relative pronoun.
- Pupils know the difference between 'ser' and 'estar'.
- Pupils know that some adjectives come before a noun.
- Pupils know how to form the present participle.

# 12. Work and school: 'ser', 'estar' and 'ir'

Year 9

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## Threads

- The present

## Unit description

This unit revisits the second person plural form of -ar verbs and introduces the second person plural forms of -er and -ir verbs, including modal verbs. Pupils learn the plural forms of possessive adjectives 'vuestrós' 'vuestras'. Pupils revisit using the present simple to express a future meaning.

## Why this, why now?

In this unit, pupils consolidate the present tense second person plural form of -ar verbs, and contrast this with the second person singular. They also consolidate known irregular verbs 'eres' and 'sois', and 'vas' and 'vais'. Pupils build on this knowledge by learning the second person plural forms of -er and -ir verbs, including modal verbs 'podéis', 'debéis', 'queréis' with an infinitive. Pupils are already familiar with singular possessive adjectives 'vuestro' and 'vuestra' and now learn plural forms 'vuestrós' and 'vuestras'. In phonics, pupils revisit stress patterns.

## Lessons in unit

1. Work and jobs: 'eres' and 'sois'
2. Work and jobs: 'vas' and 'vais', with present simple for future events
3. School life: -er verbs 2nd person singular and plural
4. School life: -er and -ir verbs 2nd person singular and plural

## Prior knowledge requirements

- Pupils know second person singular and plural regular -ar verbs in the present tense.
- Pupils know second person singular regular -er verbs in the present tense.
- Pupils know second person singular and plural forms of 'ser' and 'ir'.
- Pupils know how to use modal verbs 'poder', 'deber', 'querer' with an infinitive.
- Pupils know singular forms of possessive adjective 'vuestro'.
- Pupils know that if stress is on the final syllable, and it ends in any consonant except 'n' or 's', then there will be no accent.
- Pupils know that if stress is on the final syllable and the word ends in a vowel or 'n' or 's', then there will be an accent.
- Pupils know 'ser' describes traits.

# 13. Friends: 'ser', 'estar' and demonstrative adjectives

Year 9

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## Threads

- Adjectives
- The present
- Verb: to be, being

## Unit description

This unit introduces demonstrative adjectives 'ese', 'esa', 'esos', 'esas' and possessive adjectives 'mío/a', 'tuyo/a', 'suyo/a'. The unit revisits personal 'a', gustar-type verbs, word order, direct and indirect pronouns, pronominal adjectives, 'ser' and 'estar', and gender and number agreement.

## Why this, why now?

The first half of this unit is focused on consolidating several grammatical structures that pupils have already learned. Pupils also recap a range of vocabulary from Years 7 and 8. This focus on revisiting ensures vocabulary and grammar remains in pupils' working memory and builds a solid foundation for further learning. The second half of the unit introduces demonstrative adjectives 'ese', 'esa', 'esos', 'esas', and reactivates existing knowledge by contrasting them with 'este' and 'esta'. Pupils learn possessive adjectives 'mío/a', 'tuyo/a', 'suyo/a', and contrast them with 'mi', 'tu', 'su'.

## Lessons in unit

1. Friendships: gustar-type verbs
2. Friendships: personal 'a'
3. How are you feeling? 'ser' and 'estar' 1st and 2nd person singular
4. Where people are from: 'ser' 1st and 2nd person singular and plural
5. At a theme park: 'este' and 'esta'
6. At a market: 'estos' and 'estas'
7. Possessions: 'mío/a' and 'tuyo/a'
8. Crime: 'suyo'

## Prior knowledge requirements

- Pupils know how to use personal 'a'.
- Pupils know how to use gustar-type verbs.
- Pupils know a variety of indirect and direct object pronouns.
- Pupils know how to use object-first and subject-first word order.
- Pupils know to use 'ser' for traits and 'estar' for states and location, and can conjugate these verbs for singular and plural persons in the present tense.
- Pupils know that adjectives agree for gender and number.
- Pupils know demonstratives 'este' and 'esta'.
- Pupils know possessive adjectives 'mi', 'tu', 'su'.
- Pupils know sound-symbol correspondences [gue], [que], [gui], [qui], [cu], [ca], [ga], [co], [go].

# 14. Inspiring people: 3rd person singular and plural preterite

Year 9

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## Threads

- Cultural spotlight
- The past

## Unit description

This unit revisits singular forms of regular -ar, -er, -ir verbs and irregular verbs in the preterite. It revisits question words, direct object pronouns, and contrasts the third person plural present with the preterite. Pupils exploit texts to learn about Diana Trujillo.

## Why this, why now?

In this unit, pupils consolidate regular and irregular singular verbs in the preterite, question words, and direct object pronouns 'lo' and 'la'. Pupils draw on this knowledge to help them explore texts about Diana Trujillo. They reactivate the third person plural present by contrasting it with the third person plural preterite and anchor this knowledge by talking about past and present achievements of engineers. Pupils revisit key sounds r and rr, and contrast strong and weak vowels.

## Lessons in unit

1. Rigoberta Menchú: -er and -ir verbs 1st and 2nd person singular (preterite)
2. Rigoberta Menchú: -ar verbs 1st and 2nd person singular (preterite)
3. Diana Trujillo: 'fue', 'hizo' and 'tuvo'
4. Diana Trujillo: -ar, -er, -ir verbs 3rd person plural preterite

## Prior knowledge requirements

- Pupils know singular persons of irregular verbs 'ir', 'hacer', 'tener' in the preterite.
- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the preterite.
- Pupils know a variety of question words.
- Pupils know direct object pronouns 'lo' and 'la'.
- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the present tense.
- Pupils know sound-symbol correspondences [r] and [rr].
- Pupils know strong vowels [a], [e], [o] and weak vowels [i] and [u].
- Pupils know the preterite is for actions completed in the past.

# 15. Plans for the holidays: 'ir' + a + infinitive

Year 9

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## Threads

- The present

## Unit description

In this unit, pupils revisit the first person plural in the present tense, and contrast it with the first person plural in the preterite. They also revisit the present tense with future meaning, and all persons of the verb 'ir' with 'a' and an infinitive to express future intention.

## Why this, why now?

In this unit, pupils strengthen the first person plural in the preterite and present tenses by using adverbs to distinguish which tense is meant. Pupils consolidate the present tense with future meaning, and refresh all persons of the verb 'ir' with 'a' and an infinitive to express future meaning. They strengthen 'para' with an infinitive to express 'in order to', and contrast this with their knowledge of 'para' to mean 'for'. Pupils revisit a range of vocabulary and sound-symbol correspondences from KS3 to maintain their working memory.

## Lessons in unit

1. Holiday activities: -ar, -er, -ir verbs 1st person plural present and preterite
2. Holiday plans: 'ir' + a + infinitive

## Prior knowledge requirements

- Pupils know first person plural forms of regular -ar,-er,-ir verbs in the present and preterite.
- Pupils know direct object pronouns 'los' and 'las'.
- Pupils know they can express the future with the present simple by using adverbs of time.
- Pupils know all persons of 'ir' in the present tense, and combine these with 'a' and an infinitive for future intention.
- Pupils know 'para' with an infinitive expresses 'in order to'.

# Year 10 units

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**1**

**Travel and tourism:  
nuevas experiencias**

**2**

**People and lifestyle:  
la vida de todos los  
días**

**3**

**Popular culture: la  
cultura popular y  
tradicional**

**4**

**Popular culture:  
Actores y películas**

**5**

**People and lifestyle,  
Popular culture: la  
vida fuera y dentro  
del colegio**

**6**

**People and lifestyle:  
La migración y la  
identidad nacional**

**7**

**Communication and  
the world around us:  
la vida en México**

**8**

**Communication and  
the world around us:  
acciones para un  
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**9**

**People and lifestyle:  
Los desafíos del  
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**People and lifestyle:  
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**11**

**Communication and  
the world around us:  
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**12**

**People and lifestyle:  
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**13**

**Communication and  
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**14**

**People and lifestyle:  
cuestiones de  
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**15**

**Popular culture:  
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**16**

**People and lifestyle:  
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**17**

**Popular culture:  
Fiestas y costumbres**

**18**

**Communication and  
the world around us:  
conflictos**



# 19

**People and lifestyle:  
mi futuro y mis  
modelos a seguir**

# 1. Travel and tourism: nuevas experiencias

Year 10

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## Threads

- Cultural spotlight
- Nouns and determiners
- The past

## Unit description

This unit revisits singular forms of the preterite, including first person spelling changes, and introduces the addition of 'y' in some third person preterite verbs. Pupils learn 'alguno' as an indefinite adjective, and the syntax of questions with prepositions.

## Why this, why now?

In this unit, pupils refresh their knowledge of the preterite and build on this with the addition of 'y' in some third person preterite verbs. Pupils ask yes/ no questions using raised intonation and further their knowledge of questions by learning syntax of questions with prepositions. They reactivate their knowledge of indefinite articles, and learn the indefinite adjective 'alguno'. Pupils will add 'ninguno' in a later unit. They refresh a range of grammatical concepts from KS3 including plural rules, pronominal adjectives, and rules surrounding when to use or omit subject pronouns.

## Lessons in unit

1. Viaje a Valencia: singular -ar preterite, singular subject pronouns
2. Las Fallas de Valencia: 'alguno' meaning 'some'
3. Mis últimas vacaciones: pronominal adjectives, preterite questions
4. Una autora inmigrante: singular -er/-ir preterite
5. Un estudiante inmigrante: plural nouns, indefinite articles
6. Un nuevo país: singular -er/-ir preterite, prepositions in questions

## Prior knowledge requirements

- Pupils know singular persons of regular -ar, -er, -ir verbs in the preterite.
- Pupils know how to ask questions using a variety of question words, and by turning statements into questions by using rising intonation.
- Pupils know when to use or omit subject pronouns.
- Pupils know a variety of pronominal adjectives.
- Pupils know a variety of verbs that change spelling in the first person preterite.
- Pupils know how to negate verbs with 'no'.
- Pupils know how to form plural nouns by adding -s and -es.
- Pupils know sound-symbol correspondences [gue], [ge], [gue], [cu], [ca], [co], [ci], [ce], [cue], [cua], [cui].

## 2. People and lifestyle: la vida de todos los días

Year 10

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### Threads

- Adjectives
- Nouns and determiners
- The present

### Unit description

This unit revisits direct and indirect object pronouns with object-first word order. Pupils learn the word order for direct and indirect pronouns in two-verb structures, and indirect object pronouns 'nos' and 'os'. They revisit a variety of present-tense and modal verbs.

### Why this, why now?

Pupils already know direct object pronouns 'lo', 'la', 'los', 'las' and indirect object pronouns 'me', 'te', 'le', 'les' in one-verb constructions. They also know modals 'querer', 'poder', 'deber', and 'tener que', and 'sé'. In this unit, they build on this knowledge with word order for direct and indirect pronouns in two-verb structures. Pupils expand indirect object pronouns with 'nos' and 'os'. They also revisit -er and -ir verbs in the present tense as well as irregular verbs, ensuring accuracy of language.

### Lessons in unit

1. Planes para una fiesta: singular present -er/-ir, direct object pronouns
2. En una fiesta de cumpleaños: modals, direct object pronouns in 2-verb structures
3. En una fiesta de cumpleaños: adjective position and agreement
4. Los días de colegio: present -er verbs, indirect object pronouns
5. En el colegio: indirect object pronouns in 2-verb structures
6. Quedar con los amigos: 'hacer' singular present, indirect object pronouns

### Prior knowledge requirements

- Pupils know how to use direct object pronouns 'lo', 'la', 'los', 'las' in one-verb constructions.
- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the present tense.
- Pupils know how to use modals 'querer', 'poder', 'deber', and 'tener que' and 'sé' with an infinitive.
- Pupils know adjectives agree for gender and number.
- Pupils know most adjectives come after the noun, but some come before.
- Pupils know how to use indirect object pronouns 'me', 'te', 'le', 'les' in one-verb constructions.
- Pupils know how to conjugate 'hacer' in the present tense.
- Pupils know word order in sentences with direct and indirect object pronouns.

- Pupils know sound-symbol correspondences [z] and [co] and diphthongs [ia], [ie], [ai], [ei], [ue].
- Pupils know a variety of stem-changing verbs in the present tense.

### 3. Popular culture: la cultura popular y tradicional

Year 10

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#### Threads

- Cultural spotlight
- The present

#### Unit description

This unit introduces the affirmative imperative of second person singular -ar, -er and -ir verbs. Pupils revisit 'ser' and 'estar', the present tense with simple and continuous functions, and the present continuous. Pupils learn spelling changes for the present participle where stems end in a vowel.

#### Why this, why now?

In this unit, pupils learn the affirmative imperative of second person verbs to give instructions to someone visiting a festival such as La Tomatina. Pupils strengthen first person forms of 'estar' with a present participle, and build on this with present participles with spelling changes where the stem ends in a vowel, or verbs like 'pedir'. Pupils embed knowledge of a range of grammatical structures such as possessive adjectives, reflexives, plural rules, and position of adverbs of location with 'del' and 'de la' in the context of customs and festivals.

#### Lessons in unit

1. La Tomatina: singular present -ar, affirmative imperative (-a)
2. Los Sanfermines: affirmative imperative (-e), possessive adjectives
3. ¡Qué emocionante! 'ser' and 'estar' present
4. El día de Muertos: estar + present participle, adverbs of position
5. Las peñas (los clubs) de los pueblos: estar + present participle
6. Actividades de amigos: singular -ar present tense

#### Prior knowledge requirements

- Pupils know to use 'estar' for states and location and 'ser' for traits and can conjugate all persons of both verbs in the present tense.
- Pupils can conjugate singular and plural persons of -ar, -er, -ir verbs in the present tense.
- Pupils know possessive adjectives 'mi', 'mis', 'tu', 'tus'.
- Pupils know reflexive pronouns 'me' and 'te'.
- Pupils know how to form plural nouns with -s and -es.
- Pupils know how to use adverbs of place with 'del' and 'de la'.
- Pupils know how to form the present continuous by using 'estar' with a present participle.
- Pupils know sound-symbol correspondences [z], [ce], [s], [ll].

## 4. Popular culture: Actores y películas

Year 10

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### Threads

- Cultural spotlight
- Nouns and determiners
- The past

### Unit description

This unit revisits possessive adjectives 'su' and 'sus' meaning 'his', 'her', 'its', and adds new meaning 'their'. Pupils contrast the third person singular with the third person plural of the preterite, and revisit possessive adjectives 'vuestro/a/os/as'.

### Why this, why now?

Pupils already know that 'su' and 'sus' mean his, her or its, and now learn that 'su' also means 'their'. Pupils combine this knowledge with the third person singular and plural of the preterite, and third person singular and plural pronouns to talk about what famous people do by themselves or as a couple. Pupils anchor raised intonation in yes/no questions and possessive adjectives 'vuestro/a/os/as' in the context of asking famous people about themselves.

### Lessons in unit

1. Dos actores famosos: -ar 3rd person singular and plural preterite
2. Parejas famosas: possessive adjectives 'su' and 'sus' (his, her, their)
3. Artistas conocidos: possessive adjective 'vuestro'

### Prior knowledge requirements

- Pupils know how to conjugate singular and plural persons of regular verbs in the preterite.
- Pupils know to turn a statement into a question by using raised intonation, and that these questions are translated with a form of 'do' in English.
- Pupils know possessive adjectives 'su' and 'sus' meaning 'his', 'her', 'its'.
- Pupils know possessive adjectives 'vuestro', 'vuestra', 'vuestros', 'vuestras'.
- Pupils know sound-symbol correspondences [ja], [jo], [ju], [ga], [go], [gu].

## 5. People and lifestyle, Popular culture: la vida fuera y dentro del colegio

Year 10

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### Threads

- Extend written and spoken production
- Nouns and determiners
- The past
- The present

### Unit description

In this unit, pupils revisit irregular verb stems 'tuve' and 'hice', and learn new irregular stems. Pupils consolidate the second person singular for -er and -ir verbs in the preterite and now learn the second person plural. They learn 'sin' with an infinitive to mean 'without doing'.

### Why this, why now?

In this unit, pupils consolidate a variety of regular and irregular verbs in the present and preterite, and expand this with irregular preterite stems 'pude', 'vine', 'puse', 'quise', 'traje', 'estuve', 'dije'. Pupils build on their knowledge of forms of the preterite with the second person plural of -er and -ir verbs. They will learn the second person plural of -ar verbs in another unit. Pupils anchor a variety of infinitive structures while talking about routines, and add 'sin' with an infinitive to their repertoire. Pupils already know how to use 'conmigo', and expand this with 'contigo'.

### Lessons in unit

1. Los días de colegio: 1st person singular present tense with 'g', e.g. 'pongo'
2. Un viaje escolar: irregular preterite stems, preterite 'ir', 'hacer'
3. En el colegio: extended speaking and writing
4. Un espectáculo: -er/-ir preterite 2nd person singular and plural
5. Un evento deportivo: -er/-ir preterite, 'tú/vosotros', 'tu/vuestro'
6. Después del colegio: extended writing
7. Después del colegio: understanding and answering questions
8. Los fines de semana: 'ir' (present), 'ir' + a + infinitive (future)
9. Este fin de semana: infinitives with 'sin', 'para', 'antes de', 'después de'
10. Hacer planes: read aloud and translation

### Prior knowledge requirements

- Pupils know irregular verb stems 'tuve' and 'hice' in the preterite.
- Pupils know some first person singular present forms add -g- in the present tense.
- Pupils know nouns ending in -ión add -es and remove the accent to form the plural.
- Pupils know how to conjugate singular persons of 'hacer' in the present tense and preterite, and to use 'hacer' with a noun in weather phrases.
- Pupils know singular persons of 'ir' in the preterite, and all persons in the present tense.

- Pupils know singular persons and the first and third person plural of -er and -ir verbs in the preterite.
- Pupils know possessive adjectives 'tu(s)' and 'vuestro(s)' and subject pronouns 'tú' and 'vosotros/as'.
- Pupils know to use 'ir' with an infinitive to express future meaning.
- Pupils know idiomatic phrases that use the infinitive after 'para', 'antes de', and 'después de'.
- Pupils know diphthongs [ui] and [ue] and sound-symbol correspondences [v], [b], [ca], [co], [cu].



## 6. People and lifestyle: La migración y la identidad nacional

Year 10

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### Threads

- Cultural spotlight
- Listen and respond to longer passages
- The past
- The present
- Word order

### Unit description

This unit introduces plural forms of 'ir' in the preterite. Pupils revisit singular forms of 'ir' in the preterite, and all forms of 'ser', contrasting both verbs. Pupils learn patterns for nationality adjectives, and revisit rules for forming feminine nouns.

### Why this, why now?

In this unit, pupils anchor their knowledge of 'ir' and 'ser' in the preterite to learn about a family's migration. Pupils expand their knowledge of 'ir' in the preterite by adding plural forms, and contrast 'ir' and 'ser' in the preterite, as this is an area of linguistic difficulty. Pupils learn adjective patterns for nationality, and refresh nominalising masculine adjectives to form languages, in the context of discussing cultural background and national identity. They apply knowledge of 'ser' in all persons to talk further about identity.

### Lessons in unit

1. Una historia de inmigración: 'ser' and 'ir' preterite
2. Una historia de inmigración: subject pronouns
3. Una historia de inmigración: develop understanding
4. Productos típicos: 'ser' present, nationality adjectives
5. Identidad nacional: nationality adjectives as nouns
6. Tradiciones y costumbres de Navidad: present tense

### Prior knowledge requirements

- Pupils know how to conjugate singular persons of 'ir' and all persons of 'ser' in the preterite.
- Pupils know subject pronouns 'yo', 'tú', 'él', 'ella', 'nosotros', 'nosotras', 'vosotros', 'vosotras', 'ellos', 'ellas' and which contexts they should be used.
- Pupils know possessive adjectives 'nuestro', 'nuestra', 'nuestros', 'nuestras'.
- Pupils know rules one, two, and three for formation of feminine nouns.
- Pupils know all persons of 'ser' in the present tense.
- Pupils know how to nominalise masculine adjectives for languages.
- Pupils know sound-symbol correspondence [ch] and diphthongs [ia], [ie], [ai], [ei], [ue].

# 7. Communication and the world around us: la vida en México

Year 10

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## Threads

- Listen and respond to longer passages
- Read and respond to texts
- The past

## Unit description

This unit introduces new structures for forming negative statements, and revisits verbal negation with 'no'. Pupils learn second person plural -ar verbs in the preterite, and contrast this with the singular. They revisit -ar verbs in the present tense, stem change verbs, and possessive adjectives.

## Why this, why now?

Pupils can already negate verbs using 'no'. In this unit, they expand their knowledge of negation to use structures with 'nada', 'nunca', 'nadie', 'ninguno', 'ya no', and 'no...ni...ni'. Pupils have already learned the second person plural of -er and -ir verbs in the preterite, and now they add -ar verbs to their repertoire. They reactivate their knowledge of second person singular -ar verbs in the preterite, contrasting them with the plural. Pupils refresh working memory of stem change verbs, verbs like 'dirigir', possessive adjectives 'tu' and 'vuestro', position of adverbs, and 'conmigo'.

## Lessons in unit

1. Experiencias de racismo: negative pronouns 'nada', 'nadie', 'nunca'
2. Experiencias de racismo: stem-change present verbs e--> ie, o --> ue
3. Experiencias de racismo: develop understanding
4. Una nueva vida: 2nd person singular and plural preterite
5. Una nueva vida: time, manner, place adverbs
6. La vida en México: read aloud, role-play and translation

## Prior knowledge requirements

- Pupils know all persons of regular -ar verbs in the present tense.
- Pupils know verbs with stem change (o>ue) and (e>ie).
- Pupils know the Spanish present indicative can express simple and ongoing functions.
- Pupils know verbs like dirigir change g to j in the first person.
- Pupils know how to negate verbs with 'no'.
- Pupils know the second person singular of regular -ar verbs in the preterite.
- Pupils know possessive adjectives 'tu(s)' and 'vuestro(s)' and subject pronouns 'tú' and 'vosotros/as'.
- Pupils know the position of adverbs of time, manner and place.
- Pupils know subject pronoun 'conmigo'.

- Pupils know sound-symbol correspondences [n], [ñ], [j], [ge], [r], [-r], [-r-], [r-], [rr].

## 8. Communication and the world around us: acciones para un mundo mejor

Year 10

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### Threads

- Cultural spotlight
- Extend written and spoken production
- The past

### Unit description

This unit introduces 'ir' and 'ver' in the imperfect, and plural forms of -ar, -er, and -ir verbs in the imperfect. Pupils revisit singular forms of these verbs in the imperfect, contrast the preterite and imperfect, form the past continuous with - ar verbs, and revisit modals.

### Why this, why now?

In this unit, pupils strengthen singular forms of -ar, -er, -ir verbs in the imperfect for habitual events. They expand on this by learning their plural forms, and irregular verbs 'ir' and 'ver' in all persons. Pupils anchor this knowledge in the context of global matters, and learn about journalist Arturo Pérez. To help build a solid foundation for using verbs in the past, pupils consolidate contrasting the imperfect with the preterite for interruptions, forming the past continuous, using modal verbs in the past, and the verbs 'tenía', 'tenías', 'había'.

### Lessons in unit

1. Acciones para un mundo mejor: 'ir' imperfect, past continuous
2. Acciones para un mundo mejor: 'ir' imperfect plural persons
3. Acciones para un mundo mejor: photo description
4. Escritor famoso - Arturo Pérez Reverte: 'ver' imperfect, imperfect and preterite
5. Entrevista con Arturo Pérez Reverte: use imperfect and preterite together
6. Testigo: extended writing

### Prior knowledge requirements

- Pupils know singular forms of regular - ar, -er, -ir verbs in the imperfect tense.
- Pupils know the imperfect is for past habitual events, and that the preterite is for interruptions. They can use relative clauses with 'cuando' for the interruption.
- Pupils know to combine singular persons of 'estar' in the imperfect with a present participle for events in progress in the past.
- Pupils know how to form adverbs with - mente where the English equivalent is - ly.
- Pupils know 'querer', 'poder', 'deber', 'tener que', 'saber' as modals.
- Pupils know to use 'tener' with a noun where the English equivalent is 'to be' with an adjective.
- Pupils know invariable pronouns 'algo' and 'alguien'.

- Pupils know strong vowels [a], [e], including diphthongs with [i].

## 9. People and lifestyle: Los desafíos del mundo actual

Year 10

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### Threads

- Adjectives
- Derivational word patterns
- Listen and respond to longer passages
- Nouns and determiners
- The past

### Unit description

This unit revisits singular forms of 'ser' in the imperfect, and introduces plural forms. Pupils learn how form sentences with neuter 'esto' and 'eso', the comparative 'tan...como', suffixes '-ito' and '-ita' to form the diminutive, and suffixes '-ísimo' and '-ísima' to express 'very'.

### Why this, why now?

This unit revisits singular forms of 'ser' in the imperfect, and expands pupils' knowledge with plural forms. Pupils strengthen their understanding by contrasting the imperfect with the present. Pupils anchor third person forms of 'ser' and 'estar' with demonstrative adjectives in sentences with new comparative 'tan...como', and with new suffixes '-ito', '-ita', '-ísimo' and '-ísima' to talk about the natural world. Pupils maintain working memory of prenominal adjectives, relative clauses, indefinite adjectives, adjective-noun gender and number agreement, and interrogative pronouns.

### Lessons in unit

1. La medicina hoy en día: imperfect 'ser'
2. La pandemia: pronouns 'esto/eso', read aloud and transcription
3. Una enfermera importante: indefinite adjectives (otro, mismo, cada, todo)
4. El mundo natural de Canarias: demonstrative adjectives, comparative 'tan...como'
5. El mundo natural: suffix -ito/a, suffix -ísimo/a
6. Parques nacionales: interrogative adjectives and pronouns

### Prior knowledge requirements

- Pupils know all persons of 'ser' in the present tense and singular persons in the imperfect.
- Pupils know relative clauses using pronouns 'que', 'donde', 'cuando'.
- Pupils know indefinite adjectives 'otro', 'mismo', 'cada', 'todo'.
- Pupils know singular and plural regular verbs in the present and preterite.
- Pupils know singular and plural persons of 'estar' in the present tense.
- Pupils know demonstrative adjectives 'ese', 'esa', 'esos', 'esas', 'este', 'esta', 'estos', 'estas'.
- Pupils know interrogative pronouns 'cuál/es', 'cuánto/a/os/as', 'quién/es'.
- Pupils know regular and irregular comparative adjectives.
- Pupils know strong vowels [o], [a], [e] and sound-symbol correspondences [cu], [s], [z], [ce], [ci].

# 10. People and lifestyle: en el instituto

Year 10

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## Threads

- Adjectives
- Extend written and spoken production
- The present

## Unit description

This unit introduces possessive adjectives 'mío/a', 'tuyo/a', 'suyo/a', and possessive pronouns 'el mío', 'la mía', 'el tuyo', 'la tuya', 'el suyo', 'la suya'. Pupils also learn irregular superlative adjectives 'el mejor' and 'el peor'. Pupils revisit possessive and demonstrative adjectives.

## Why this, why now?

In this unit, pupils consolidate possessive adjectives 'mi', 'tu', 'su' by contrasting them with new possessive adjectives 'mío/a', 'tuyo/a', 'suyo/a'. Pupils further their knowledge with possessive pronouns 'el mío', 'la mía', 'el tuyo', 'la tuya', 'el suyo', 'la suya'. Pupils embed their knowledge of demonstrative adjectives 'este', 'esta', 'ese', 'esa' in sentences using possessive adjectives and pronouns. Pupils are introduced to the superlative with irregular adjectives 'el mejor' and 'el peor'. They will learn how to form regular superlatives in another unit.

## Lessons in unit

1. Visita de un instituo español: possessive adjectives and pronouns
2. Visita de un instituo español: irregular superlatives 'el mejor', 'el peor'
3. Todo sobre el instituto: role-play and conversations

## Prior knowledge requirements

- Pupils know demonstrative adjectives 'este', 'esta', 'ese', 'esa'.
- Pupils know possessive adjectives 'mi', 'tu', 'su'.
- Pupils know adjectives agree for gender and number.
- Pupils know how to use personal 'a'.
- Pupils know irregular comparative adjectives.
- Pupils know how to form the comparative.
- Pupils know some verbs change g to j in the first person present.
- Pupils know sound-symbol correspondences [ge] and [j].

# 11. Communication and the world around us:

## conversaciones

Year 10

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### Threads

- Adjectives
- Cultural spotlight
- The present

### Unit description

This unit revisits regular comparative structures and irregular comparatives 'mejor que' and 'peor que', and introduces regular superlative structures. Pupils learn 'quisiera' with an infinitive and 'me/te/le gustaría' with an infinitive to express 'would like to'.

### Why this, why now?

This unit builds on pupils' knowledge of the superlative, which was introduced in the previous unit, with regular superlative structures. Pupils contrast the superlative with regular comparative structures and irregular comparatives 'mejor que' and 'peor que', which they learnt in previous units. Pupils are already familiar with 'querer' with an infinitive as a modal verb and now learn its imperfect subjunctive form 'quisiera' with an infinitive to express 'would like'. Likewise, pupils learn the conditional form 'gustaría'.

### Lessons in unit

1. Serie 'La casa de papel': modal 'quisiera', 'me gustaría' + infinitive
2. ¿Es más interesante? Regular superlative and comparatives
3. ¿Qué tipo de programa? Photo description and conversations

### Prior knowledge requirements

- Pupils know regular comparative structures 'más...que' and 'menos...que'.
- Pupils know irregular comparatives 'mejor que' and 'peor que'.
- Pupils know how to use modal verb 'querer' with an infinitive in the present tense.
- Pupils know how to use 'gustar' in the present tense.
- Pupils know to use suffix '-idad' where the English equivalent is '-(i)ty'.
- Pupils know indefinite adjectives 'otro', 'mismo', 'cada', 'todo'.
- Pupils know sound-symbol correspondences [qui] and [que].



# 12. People and lifestyle: mi futuro en el trabajo

Year 10

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## Threads

- Cultural spotlight
- Extend written and spoken production
- The future and conditional

## Unit description

This unit introduces singular forms of the inflectional future tense for -ar, -er, -ir verbs. It also introduces irregular inflectional future stems 'tendr-', 'har-' and 'podr-'. Pupils revisit 'que' as a relative pronoun in subject relative clauses.

## Why this, why now?

In this unit, pupils learn singular forms of the inflectional future tense to talk about their future career aspirations. Pupils will learn plural forms in a later unit. The unit also introduces irregular inflectional future stems 'tendr-', 'har-' and 'podr-', with further irregular stems taught in future units.

## Lessons in unit

1. Feria de trabajo: singular inflectional future
2. El mundo del trabajo: inflectional future - 'tendr-', 'har-', 'podr-'
3. Experiencias de trabajo: translation, extended writing

## Prior knowledge requirements

- Pupils know a range of verbs in the infinitive.
- Pupils know how to use relative pronoun 'que' in subject relative clauses.
- Pupils know sound-symbol correspondences [ñ], [n], [l], [ll].

# 13. Communication and the world around us: nuevos lugares

Year 10

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## Threads

- Cultural spotlight
- Extend written and spoken production
- The present

## Unit description

This unit revisits singular forms of the inflectional future tense, and introduces plural forms. It also introduces further irregular stems. Pupils learn pronouns 'alguno/a/os/as' and 'ninguno/a/os/as', the present tense with 'desde hace', and 'llevar' with a time period and present participle.

## Why this, why now?

In this unit, pupils build on their knowledge of the inflectional future tense with plural forms and further irregular stems. Pupils consolidate singular forms and practise plural forms in the context of planning a trip. They embed comparative structures whilst comparing their destination with their home country. Pupils consolidate indefinite adjective 'algún' and contrast it with pronouns 'alguno/a/os/as' and 'ninguno/a/os/as'. Pupils use 'desde hace' and 'llevar' with a time period and present participle to talk about how long they have been doing something in the context of cities.

## Lessons in unit

1. Un viaje diferente: higher numbers, plural inflectional future, irregular stems
2. ¿Qué tipo de viaje harás? Irregular inflectional future stems 'dir-', 'saldr-'
3. De viaje en el futuro: develop understanding and answer questions
4. Madrid: indefinite pronouns 'alguno', 'ninguno'
5. Barcelona: 'desde', 'desde hace' vs 'hace', phrases with 'llevar'
6. De compras en la ciudad: role play, develop listening

## Prior knowledge requirements

- Pupils know singular persons of -ar, -er, -ir verbs in the inflectional future.
- Pupils know regular comparative structures 'más... que' and 'menos...que'.
- Pupils know a variety of regular and irregular verbs in the present tense.
- Pupils know how to form the present participle.
- Pupils know indefinite adjectives 'algún', 'alguna', 'algunos', 'algunas'.
- Pupils know how to negate a verb with 'no' and they know negatives 'nada', 'nunca', 'nadie', 'ninguno'.
- Pupils know how to use 'tener' with a noun where the English equivalent is 'be' with an adjective.
- Pupils know that verbs like 'poner' add a 'g' in the first person singular.

- Pupils know sound-symbol correspondences [qui], [que], [gu], [gui], [gi].

# 14. People and lifestyle: cuestiones de identidad

Year 10

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## Threads

- Extend written and spoken production
- The past
- The present
- Word order

## Unit description

This unit introduces singular and plural forms of 'haber' with an -ar verb stem and '-ado', and an -er or -ir verb stem with '-ido'. Pupils learn some irregular past participles. The unit introduces 'hay que', 'se puede', 'se necesita', 'se debe', and the passive 'se' with the third person.

## Why this, why now?

In this unit, pupils learn a new way to talk about the past using singular and plural forms of 'haber' with an -ar verb stem and '-ado', and an -er or -ir verb stem with '-ido' to form the perfect tense. They learn some irregular past participles, and will learn more in a future unit. Pupils revisit the imperfect tense and practise the perfect tense whilst learning about the experiences of Spanish-speaking migrants. Pupils learn 'hay que' to talk about what people have to do, and are introduced to the passive with 'se'.

## Lessons in unit

1. Ser de otro país: perfect tense -ar regular -ado, irregular past participles
2. Ser de otro país: perfect and preterite tenses
3. ¿Alguna vez has ... ? Develop conversations with perfect and preterite tenses
4. Dos idiomas, dos culturas - los Nuyoricans: imperfect for habitual actions
5. Hemos venido de Puerto Rico: perfect tense -er/ir regular -ido
6. Dos idiomas, dos culturas: develop reading, practise transcription
7. Aprender un idioma: 'hay que', 'se puede', 'se necesita', 'se debe'
8. Aprender un idioma: stem-change verbs like 'encontrar', 'pensar', 'poder'
9. Aprender un idioma: translation, extended writing

## Prior knowledge requirements

- Pupils know the imperfect is for habitual actions in the past.
- Pupils know singular persons of regular -ar, -er, -ir verbs in the imperfect.
- Pupils know 'tenía' and 'tenías' mean 'had' and 'había' means there 'was/were'.
- Pupils know 'era' and 'eras' mean 'was' or 'were' with a trait.
- Pupils know sound-symbol correspondences silent [h], [ch],
- Pupils know strong vowels [a], [o], [e].
- Pupils know how to use 'hay'.

- Pupils know modal verb 'poder' and that its stem changes from o to ue.
- Pupils know they can use 'hace' with a noun to talk about the weather.
- Pupils know the stem of verbs like 'pensar' changes from e to ie.

# 15. Popular culture: estrellas y famosos

Year 10

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## Threads

- Cultural spotlight
- The present

## Unit description

This unit introduces irregular verb 'dar' in singular and plural forms in the preterite. Pupils contrast the preterite forms of 'dar' with their present tense versions. They revisit idiomatic uses of 'dar' with nouns of emotions. Pupils form the passive with 'ser' and a past participle and 'por'.

## Why this, why now?

In this unit, pupils broaden their knowledge of the preterite with irregular verb 'dar'. They embed 'dar' in the present tense, and contrast it with the preterite. Pupils revisit 'dar' with nouns of emotion in the present tense, and build on this knowledge by using this structure in the preterite. Pupils already know how to form past participles and how to conjugate 'ser'. In this unit, they use 'ser' with a past participle and 'por' to form the passive.

## Lessons in unit

1. Estrellas y famosos: singular preterite 'dar'
2. Estrellas y famosos: plural preterite 'dar', idiomatic uses of 'dar'
3. Estrellas y famosos: 'ser + past participle + por'

## Prior knowledge requirements

- Pupils know singular and plural persons of 'dar' in the present tense.
- Pupils know the idiomatic use of 'dar' with a noun to express an emotion.
- Pupils know how to form regular past participles and know a variety of irregular past participles.
- Pupils know singular and plural persons of 'ser' in the present tense.
- Pupils know sound-symbol correspondences [v] and [b], and strong vowels [a], [e], [o] including diphthongs with [i].

# 16. People and lifestyle: situaciones diarias

Year 10

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## Threads

- The present

## Unit description

In this unit, pupils learn 'usted' to mean formal 'you'. Pupils further their knowledge of speaking formally with possessive adjective 'su' meaning 'your'. The unit introduces irregular forms of the second person affirmative imperative, and revisits regular second person affirmative imperatives.

## Why this, why now?

This unit introduces new subject pronoun 'usted'. Pupils already know possessive adjective 'su' to mean 'his' or 'her', and now learn it also means 'your' in formal contexts. They revisit the third person singular in the present tense and learn that this form of the verb is used with 'usted'. Pupils strengthen their knowledge of informal 'tú'. Pupils consolidate regular forms of the second person affirmative imperative, and expand their knowledge of the affirmative imperative with irregular forms, which they embed in the context of instructions for protecting the environment.

## Lessons in unit

1. De compras y en el restaurante: 'tú' and 'usted'
2. En el trabajo: informal and formal you - 'tu' and 'su'
3. Situaciones: role play
4. ¡Cuida el planeta! Regular affirmative imperative, and 'haz', 'di', 'pon', 'sal'
5. ¡Cuida el planeta! Irregular affirmative imperative 'sé', 've', 'ten', 'ven'
6. ¡Cuida el planeta! Develop listening, practise read aloud
7. Planeta tierra solo hay uno: regular and irregular imperatives

## Prior knowledge requirements

- Pupils know plural and singular persons of -ar, -er, -ir verbs in the present tense.
- Pupils know possessive adjectives 'tu' and 'su'.
- Pupils know negatives 'nada', 'nunca', 'nadie', 'ninguno'.
- Pupils know to use 'tú' for informal 'you'.
- Pupils know the second person singular of regular -ar, -er, -ir verbs in the affirmative imperative.
- Pupils know sound-symbol correspondences [u], [cu], [-r-], [-r], [rr], [r-], [-r-] .

# 17. Popular culture: Fiestas y costumbres

Year 10

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## Threads

- Cultural spotlight
- Extend written and spoken production
- The present

## Unit description

This unit introduces idiomatic phrases 'acabar de' with the infinitive, 'seguir' with a present participle, and 'continuar' with a present participle. Pupils revisit third person singular and plural regular -er and -ir verbs in the preterite, interrogatives and question words.

## Why this, why now?

Pupils learned to form the present participle in previous units. Now they combine it with 'seguir' and 'continuar' to mean 'to continue to' or 'to still be doing'. They also learn the idiomatic phrase 'acabar de' with an infinitive to mean 'to have just'. Pupils anchor third person singular and plural regular -er and -ir verbs in the preterite in the context of customs and festivals in Spain and Latin America, and secure using rising intonation and verb subject word order with question words.

## Lessons in unit

1. Las Hogueras de San Juan: acabar de + infinitive, seguir + present participle
2. La fiesta del pueblo: -er/-ir preterite 3rd person singular and plural
3. Fiestas y costumbres: photo description, read aloud

## Prior knowledge requirements

- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the preterite.
- Pupils know what an infinitive is.
- Pupils know how to form the present participle.
- Pupils know how to ask questions by using intonation.
- Pupils know a variety of question words.
- Pupils know verb-subject word order following a question word.
- Pupils know sound-symbol correspondences silent [h], [ch], [co], [ca], [cu].



# 18. Communication and the world around us: conflictos

Year 10

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## Threads

- Cultural spotlight
- Read and respond to texts

## Unit description

This unit focuses on revisiting the imperfect tense. Pupils revisit imperfect forms of 'ir', 'ver', 'ser', -ar, -er, and -ir verbs. They use imperfect forms of 'estar' with a present participle for events in progress in the past, and use the preterite for interruptions.

## Why this, why now?

In this unit, pupils develop a strong grasp of the imperfect tense by consolidating what they have learned in previous units. They use this to explore poems written by Spanish speakers describing life during conflicts. Pupils refresh -ar, -er, and -ir verbs and irregular verbs 'ir', 'ver', 'ser' in the imperfect. They talk about events in progress using imperfect forms of 'estar' with a present participle, and combine this with relative clauses using 'cuando' and the preterite to describe an interruption.

## Lessons in unit

1. Conflictos: imperfect 'ir', 'ver', 'ser', reflexive pronouns 'me', 'te' and 'se'
2. ¿Qué estaba pasando? Imperfect continuous, preterite interruptions
3. Conflictos: develop reading

## Prior knowledge requirements

- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the imperfect tense.
- Pupils know singular and plural persons of irregular verbs 'ir', 'ver', 'ser' in the imperfect tense.
- Pupils know how to form the present continuous by using a form of 'estar' in the present with a present participle.
- Pupils know to use imperfect forms of 'estar' with a present participle to describe events in progress in the past.
- Pupils know to use the preterite to describe interruptions in the past.
- Pupils know to use a relative clause with 'cuando' to introduce interruptions in the past.
- Pupils know sound-symbol correspondences [gui], [gi], [qui].

# 19. People and lifestyle: mi futuro y mis modelos a seguir

Year 10

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## Threads

- Extend written and spoken production
- The future and conditional

## Unit description

In this unit, pupils revisit the inflectional future tense, including some irregular stems. Pupils revisit 'quisiera' and 'me/te/le gustaría' and learn how to form the conditional tense with regular verbs and some irregular verbs.

## Why this, why now?

This unit initially revisits the inflectional future, including regular forms and irregular stems, which pupils embed in the context of aspirations and role models. This provides a useful foundation for an introduction to forming verbs in the conditional tense, which uses the same stems. Pupils are also already familiar with singular 'gustar' in the conditional, which is revisited here. Pupils anchor their new knowledge of the conditional to discuss what they would like to do post-16, and to talk about an ideal world.

## Lessons in unit

1. Pensar en el futuro - entrevista a Camilo: singular inflectional future
2. Pensar en el futuro: plural inflectional future
3. Pensar en el futuro: extended writing
4. Oportunidades: singular conditional, 'quisiera', 'me gustaría'
5. Oportunidades: uses and omission of definite and indefinite articles
6. Oportunidades: photo description and conversation practice
7. Yo que tú: singular and plural conditional
8. Entrevista a un actor de México: conditional
9. Intención o posibilidad: transcription and extended writing

## Prior knowledge requirements

- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the inflectional future.
- Pupils know some irregular stems in the inflectional future.
- Pupils know how to use 'quisiera' with an infinitive and 'me/te/le gustaría' with an infinitive.
- Pupils know how to use definite and indefinite articles, including where use or omission is different from English.
- Pupils know interrogative pronouns 'cuál/es', 'cuánto/a/os/as', 'quién/es'.
- Pupils know most adjectives come after the noun, but some come before.
- Pupils know strong vowels [e], [a], [o], diphthongs [ía], [ei], [ie], [io], and sound-

symbol correspondences [rr], [-r-], [-r], [r-].

# Year 11 units

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**1**

**People and lifestyle:  
relaciones**

**2**

**Communication and  
the world around us:  
Internet y yo**

**3**

**Popular culture: de  
compras**

**4**

**Lifestyle and  
wellbeing: el deporte**

**5**

**Popular culture:  
Figuras históricas**

**6**

**People and lifestyle:  
influencias**

**7**

**Communication and  
the world around us:  
lugares y personas  
famosos**

**8**

**Communication and  
the world around us:  
Repaso - la vida  
diaria y en línea**

**9**

**Communication and  
the world around us:  
Repaso -  
perspectivas  
internacionales**

**10**

**People and lifestyle:  
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**11**

**People and Lifestyle:  
Repaso - consejos de  
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**12**

**Communication and  
the world around us:  
Repaso - de viaje**

**13**

**Preguntas y  
respuestas**

# 1. People and lifestyle: relaciones

Year 11

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## Threads

- The past
- The present

## Unit description

This unit introduces new forms of possessive adjectives as a post-verbal complement, and new forms of possessive pronouns with agreement for gender and number for singular and plural possessors. Pupils also learn the reflexive use of plural forms of pronouns including with a reciprocal function.

## Why this, why now?

This unit revisits possessive pronouns and possessive adjectives as a post-verbal complement with agreement for gender for singular possessors. It builds on this prior knowledge by introducing agreement for number and plural possessors, which pupils use in the context of discussing what belongs to people on holiday. Pupils learned singular reflexive pronouns in a previous unit. Now they learn plural reflexive pronouns 'nos' 'os' 'se', including how to use these pronouns with a reciprocal function. Pupils revisit a variety of grammatical structures to support active recall.

## Lessons in unit

1. En casa: plural present and preterite -ar verbs
2. Nos preparamos: plural reflexive verbs, possessive adjectives and pronouns
3. Relaciones: plural reflexive verbs with reciprocal meaning
4. De viaje con amigos: present and preterite -er/-ir verbs
5. ¿De quién es? Plural possessives '(el) nuestro/vuestro'
6. ¿Cómo te llevas con ellos? Singular and plural reflexives, conversation practice

## Prior knowledge requirements

- Pupils know singular and plural persons of a variety of regular and irregular verbs in the present tense.
- Pupils know singular and plural persons of a variety of regular and irregular verbs in the preterite.
- Pupils know how to use possessive adjectives 'mi', 'tu', 'su', 'nuestro', 'vuestro'.
- Pupils know how to use singular reflexive pronouns and know a variety of reflexive verbs.
- Pupils know plural demonstrative adjectives 'estos', 'estas', 'esos', 'esas'.
- Pupils know the Spanish present indicative can be translated by the English present simple and continuous.
- Pupils know stem change verbs with spelling changes o to ue, e to ie, and e to i.

- Pupils know word order of indirect object pronouns 'nos', 'os', 'se' in one and two verb constructions.
- Pupils know sound-symbol correspondences [gu], [j], [a], [o], and diphthongs [ue], [ei], [ie].

## 2. Communication and the world around us: Internet y yo

Year 11

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### Threads

- Cultural spotlight
- Extend written and spoken production
- The present

### Unit description

In this unit, pupils learn how to use pronouns after prepositions, including emphatic use after 'a'. They revisit the syntax of sentences with interesar-type verbs. The unit introduces irregular past participles 'muerto', 'vuelto', 'cubierto', 'dicho', 'roto'.

### Why this, why now?

This unit introduces pronouns after prepositions, including emphatic use after 'a'. Pupils are already familiar with interesar-type verbs and now learn to combine these with pronouns after 'a' to discuss opinions about technology. Pupils strengthen 'haber' with a past participle for -ar and -er verbs, and learn irregular past participles in the perfect tense, which they embed in discussions of Spanish cinema. Likewise, this topic provides pupils with the opportunity to strengthen the imperfect tense in the third person singular and plural.

### Lessons in unit

1. Internet: 'interesar'-type verbs, pronouns after prepositions
2. La inteligencia artificial: 'tener' meaning 'be'
3. Las redes sociales y yo: conversation practice
4. Dos directores de cine: perfect tense
5. Una peli de Guillermo del Toro: imperfect and preterite tenses
6. La última película que vi: extend writing
7. ¿A quién sigues en redes? Photo card

### Prior knowledge requirements

- Pupils know how to use subject pronouns in Spanish.
- Pupils know how to use interesar-type verbs.
- Pupils know how to use intonation to ask questions, and know a variety of question words.
- Pupils know singular and plural persons of 'tener' and can use 'tener' with noun where the English equivalent is 'be' with an adjective.
- Pupils know how to form the present perfect using 'haber' and a past participle.
- Pupils know a variety of irregular past participles.
- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the imperfect tense.
- Pupils know how to use 'tenía' and 'tenías' to mean 'had', 'había' to mean 'there was' or 'there were', and 'era' and 'eras' to mean 'was' or 'were' with a trait.

- Pupils know sound-symbol correspondences [ñ], [ch], silent [h].



### 3. Popular culture: de compras

Year 11

[Go to unit resources](#) 

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#### Threads

- Nouns and determiners
- The present

#### Unit description

This unit introduces demonstrative adjectives 'aquel', 'aquella', 'aquellos', 'aquellas' and neuter demonstrative 'aquello'. It revisits demonstrative adjectives 'ese', 'esa', 'esos', 'esas'. Pupils learn plural forms of 'dar', and revisit other irregular verbs in the present tense.

#### Why this, why now?

In other units, pupils learned neuter 'eso' and demonstrative adjectives 'ese', 'esa', 'esos', 'esas'. Pupils now build on this knowledge with demonstrative adjectives 'aquel', 'aquella', 'aquellos', 'aquellas', and neuter demonstrative 'aquello', to indicate objects when shopping. Pupils are already familiar with singular forms of 'dar' in the present tense, and now learn plural forms. They recap singular forms of 'hacer', verbs like 'poner', and verbs like 'conocer'.

#### Lessons in unit

1. La ropa: demonstrative adjective 'aquel'
2. De compras: demonstrative pronoun 'aquello'
3. De compras: conversation practice, role-play

#### Prior knowledge requirements

- Pupils know demonstrative adjectives 'ese', 'esa', 'esos', 'esas'.
- Pupils know singular and plural persons of 'dar' in the present tense and preterite.
- Pupils know singular and plural persons of 'hacer' in the present tense and can use 'hace' with a noun to talk about the weather.
- Pupils know how to use pronouns after prepositions, including emphatic use after 'a'.
- Pupils know that verbs like 'poner' add g to the first person singular and that verbs like 'conocer' add z to the first person singular in the present tense.
- Pupils know sound-symbol correspondences [ll], [l], [y], [ce], [z], [co], [go].

## 4. Lifestyle and wellbeing: el deporte

Year 11

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### Threads

- Derivational word patterns
- Listen and respond to longer passages
- The present

### Unit description

In this unit, pupils learn to add '-able' to a verb stem to create an adjective where the English meaning is '-able'. The addition of 'y' in the third person for some present tense verbs is introduced. Pupils learn the second person plural imperative for -ar, -er, and -ir verbs.

### Why this, why now?

Pupils already know how to form second person singular verbs in the affirmative imperative for -ar, -er and -ir verbs, in addition to some irregulars. Knowledge of the imperative is expanded in this unit with the affirmative second person plural. Pupils use the imperative in the context of giving commands during sport. In this unit, pupils further their ability to manipulate language with the suffix '-able'. Pupils are already familiar with irregular verbs in the present tense, and revisit verbs like 'dirigir'. They add verbs such as 'incluir' to their repertoire.

### Lessons in unit

1. El fútbol: suffix -able, indirect object pronouns
2. El fútbol: 'influir'-type verbs
3. Mi tiempo libre de todos los días: present tense, conversation practice
4. Órdenes del profe de deporte: singular affirmative commands
5. Órdenes para el equipo: plural affirmative commands
6. Entrevista a un futbolista: extended listening

### Prior knowledge requirements

- Pupils know singular and plural persons of regular -ar, -er, -ir verbs in the present tense.
- Pupils know verbs like 'dirigir' change g to j in the first person present tense.
- Pupils know how to use indirect object pronouns 'me', 'te', 'le', 'les' in one-verb constructions.
- Pupils know position of adverbs of time, manner and place.
- Pupils know the second person singular of regular -ar, -er, -ir verbs, and some irregular verbs, in the imperative.
- Pupils know sound-symbol correspondences [j], [ge], [gi], [ci], [ll], [y], [ca], [cu+vowel], [ci].

## 5. Popular culture: Figuras históricas

Year 11

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### Threads

- Cultural spotlight
- Extend written and spoken production
- Read and respond to texts

### Unit description

In this unit, pupils use relative pronouns 'lo que', 'el que', 'el cual' in subject relative clauses, and revisit relative clauses using wh- pronouns 'que', 'donde', 'cuando'. Pupils refresh irregular preterite verb stems.

### Why this, why now?

Pupils learned subject relative clauses in previous units. In this unit, they strengthen their use of wh- pronouns as relative pronouns 'que', 'donde', 'cuando', and learn new relative pronouns 'lo que', 'el que', 'el cual'. Pupils anchor their knowledge of irregular verbs in the preterite in conversations about historical Spanish-speaking figures.

### Lessons in unit

1. Simon Bolívar y Manuela Sáenz: preterite irregular stems, relative clauses
2. Entrevista histórica: relative pronouns 'lo que', 'el que', 'el cual'
3. Una persona que me influye: translation, extended writing

### Prior knowledge requirements

- Pupils know how to form relative clauses using relative pronouns 'que', 'cuando', 'donde'.
- Pupils know regular and a variety of irregular verbs in the preterite.
- Pupils know singular and plural persons of regular -ar, -er, -ir verbs and some irregular stems in the inflectional future.
- Pupils know sound-symbol correspondences [j], [qui], [que].

## 6. People and lifestyle: influencias

Year 11

[Go to unit resources](#) 

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### Threads

- The future and conditional

### Unit description

This unit furthers pupils' knowledge of the subjunctive. Pupils learn singular subjunctive forms of 'ir' and 'venir', and use the subjunctive after verbs of emotion and 'para que'. Pupils refresh and learn new impersonal verbs, and are introduced to adjectival phrases with 'lo' and an adjective.

### Why this, why now?

This unit introduces the subjunctive. Pupils learn singular subjunctive forms of verbs 'tener', 'ser', and 'hacer', and instances when they should use the subjunctive. In other units, pupils learned to express the future using the inflectional future tense, which is revisited in this unit. Pupils learn to use the subjunctive to express the future after conjunction of time 'cuando'. They recap 'quisiera' with an infinitive and 'me/te/le gustaría' with an infinitive to express 'would like', and contrast this with the subjunctive used after verbs of wishing. This unit also revisits the preterite.

### Lessons in unit

1. Futuros cambios personales: inflectional future, subjunctive mood after 'cuando'
2. Futuros cambios personales: conversation practice
3. Cuando sea mayor: develop listening, practise transcription
4. Construir un futuro mejor: subjunctive after 'es importante que'
5. Construir un futuro mejor: subjunctive after wishing
6. ¿Qué es importante para construir un futuro mejor? Conversation practice
7. Una comida española: subjunctive after commands and requests
8. Pequeños cambios de dieta: singular affirmative commands
9. Una vida sana: extended writing

### Prior knowledge requirements

- Pupils know modal verb 'quisiera' with an infinitive and 'me/te/le gustaría' with an infinitive.
- Pupils know irregular comparatives 'mejor que' and 'peor que'.
- Pupils know neuter articles 'esto' and 'eso'.
- Pupils know indirect object pronouns 'me', 'te', 'le'.
- Pupils know sound-symbol correspondences [ce], [ci], [rr], [-r-], [-r], [r-], [a], [e], [i], [o], [u].

# 7. Communication and the world around us: lugares y personas famosos

Year 11

## Threads

- Cultural spotlight
- Extend written and spoken production
- Read and respond to texts
- The past
- The present

## Unit description

This unit furthers pupils' knowledge of the subjunctive. Pupils learn singular subjunctive forms of 'ir' and 'venir', and use the subjunctive after verbs of emotion and 'para que'. Pupils refresh and learn new impersonal verbs, and are introduced to adjectival phrases with 'lo' and an adjective.

## Why this, why now?

Pupils learned how to use the subjunctive in a previous unit. Now they broaden the scenarios in which they can use the subjunctive, and learn further verbs in the subjunctive. Pupils contrast 'ir' in the subjunctive and indicative. Pupils embed impersonal verbs 'hay que', 'se puede' and 'se necesita' by giving travel recommendations, and expand their knowledge with further impersonal verbs. They learn how to form adjectival phrases with lo and an adjective such as 'lo bueno' and 'lo mejor'. Pupils revisit a range of grammatical structures, creating a solid foundation of knowledge to draw on.

## Lessons in unit

1. ¿Qué hay que ver? impersonal uses of verbs
2. En países donde se habla español: -ar present tense 2nd persons
3. ¿Adónde vamos? role play, read aloud
4. Una visita especial: perfect and present tenses
5. Una visita especial: subjunctive after 'para que'
6. Una visita especial: translation, transcription
7. ¿Cómo fue?: preterite 'ir' and 'ser'
8. Lo mejor de todo: 'lo' + adjective
9. ¿Adónde fuiste? extended writing
10. Planes de viaje: uses of 'dar'
11. Planes de viaje: subjunctive after verbs of emotion
12. Planes de viaje: photo description, conversation practice
13. Vidas famosas - Frida Kahlo:
14. Guernica - una obra de arte única: 'alguno', 'ninguno'
15. Una presentación: indirect object pronouns in 2-verb structures

## Prior knowledge requirements

- Pupils know how to use regular and irregular verbs in the present tense including idiomatic uses of 'dar'.
- Pupils know impersonal verbs 'hay que', 'se puede', 'se necesita'.
- Pupils know demonstratives 'este', 'esta', 'estos', 'estas'.
- Pupils know a range of possessive adjectives.

- Pupils know word order in two-verb constructions with indirect object pronouns 'me', 'te', 'le', 'nos', 'os'.
- Pupils know what the subjunctive is, and know some situations that require the subjunctive.
- Pupils know how to form the present perfect including some irregular past participles.
- Pupils know how to use all persons of 'ir' with 'a' to express the future.
- Pupils know singular and plural persons of regular and irregular verbs in the preterite including 'ir' and 'ser'.

## 8. Communication and the world around us: Repaso - la vida diaria y en línea

Year 11

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### Threads

- Questions
- The present

### Unit description

This first revision unit covers all persons of the present and preterite. Pupils strengthen direct objects and modal verbs. They contrast the preterite and imperfect, use imperfect forms of 'estar' with a present participle to discuss actions in progress, and use the preterite for interruptions.

### Why this, why now?

In this unit, pupils refresh previously learned grammar and vocabulary in the context of everyday living. They reactivate their knowledge of the present and preterite including irregular verbs that they have learned throughout the course. Pupils anchor their knowledge of direct object pronouns and direct objects in one-verb and two-verb constructions in the context of shopping, supported with the use of modal verbs. Pupils form the present and imperfect continuous including irregulars, and accurately describe events in the past using the preterite and imperfect.

### Lessons in unit

1. Las redes sociales: preterite and present
2. Las redes sociales: extended reading
3. Las redes sociales: questions and conversation practice
4. De compras: direct object pronouns in 1- and 2-verb structures
5. De compras: modal verbs
6. De compras: comparatives, questions with prepositions, role play
7. Entre amigos: present continuous
8. Entre amigos: imperfect continuous and preterite
9. Entre amigos: role play, conversation practice

### Prior knowledge requirements

- Pupils know all persons of the preterite, including some irregular verbs.
- Pupils know all persons of the present tense, including some irregular verbs.
- Pupils know direct objects lo', 'la', 'los', 'las', and rules for direct objects in one and two-verb constructions.
- Pupils know 'quisiera' with an infinitive and 'me/te/le gustaría' with an infinitive.
- Pupils know how to use present tense and imperfect tense persons of 'estar' with a present participle.
- Pupils know all persons of the imperfect tense, including some irregular verbs.
- Pupils know to use the preterite for interruptions to ongoing events in the past.
- Pupils know syntax of prepositions in questions.

- Pupils know all sound-symbol correspondences.



## 9. Communication and the world around us: Repaso - perspectivas internacionales

Year 11

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### Threads

- The past

### Unit description

In this revision unit, pupils focus on the present perfect tense. They use all persons of 'haber' with stems of -ar, -er, and -ir verbs, and also revise irregular past participles.

### Why this, why now?

In this unit, pupils draw on their knowledge of the perfect tense to talk about how the world has changed, covering matters such as the environment, women's rights, black lives matter, migration, and technology. Pupils have learned and revisited the perfect tense previously in this course, and now use their in-depth understanding to engage with complex topics.

### Lessons in unit

1. El mundo ha cambiado: perfect tense
2. El medio ambiente: perfect tense
3. Los derechos humanos: perfect tense

### Prior knowledge requirements

- Pupils know how to form the present perfect using 'haber' and a past participle.
- Pupils know a variety of irregular past participles.
- Pupils know all sound-symbol correspondences.

# 10. People and lifestyle: Repaso - el colegio y el trabajo

Year 11

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## Threads

- Adjectives
- Extend written and spoken production
- Negation
- Questions
- The present

## Unit description

This revision unit covers the present tense in-depth. Pupils revisit 'ser' and 'estar', the present continuous, idiomatic phrases, and use of 'usted'. Pupils also strengthen the preterite and imperfect.

## Why this, why now?

In this unit, pupils fine-tune uses of the present tense to talk about life in school and work. They use the present continuous and idiomatic phrases, form nouns, and revisit a variety of vocabulary. They embed formal language with 'usted' and possessive adjective 'su' to ask questions formally. Having consolidated 'ser' and 'estar' multiple times throughout the course, pupils now confidently differentiate these two verbs. Pupils reflect on their past experiences at school using the preterite and imperfect.

## Lessons in unit

1. Experiencias del colegio: adjectives
2. Experiencias del colegio: verbs of opinion, negation
3. Experiencias del colegio: photo description, extended writing
4. Entrevistas: 'usted' and 'tú', present continuous
5. Mis estudios y mi futuro: uses of the present tense, 'desde hace'
6. Mis estudios y mi futuro: role play, conversation practice

## Prior knowledge requirements

- Pupils know all persons of the present tense, including irregulars.
- Pupils know all persons of the preterite, including irregulars.
- Pupils know how to talk in a formal register, using 'usted' to mean 'you', and possessive adjective 'su' to mean formal 'your'.
- Pupils know the difference between 'ser' and 'estar'.
- Pupils know how to use the present tense with 'desde hace', and 'llevar' with a time period and present participle.

# 11. People and Lifestyle: Repaso - consejos de vida

Year 11

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## Threads

- The future and conditional
- The past
- The present

## Unit description

This revision unit focuses on a variety of moods and tenses. Pupils revisit the second person singular and plural imperative including irregulars, the conditional and impersonal verbs.

## Why this, why now?

This unit allows pupils to reactivate a broad range of grammatical concepts that they have learned on this course, enabling them to confidently use their Spanish in a large variety of tenses, scenarios and contexts. Pupils anchor the imperative in the context of household chores and organising, and they use impersonal verbs and the conditional to give recommendations for a healthy lifestyle.

## Lessons in unit

1. Tareas en casa: affirmative commands, present, role play
2. Nos preparamos: affirmative commands, listening practice
3. Una vida más sana: affirmative commands, conversation practice
4. Una vida más sana: impersonal verbs
5. Una vida más sana: conditional
6. Una vida más sana: extended writing

## Prior knowledge requirements

- Pupils know the second person singular and plural of -ar, -er, -ir verbs in the affirmative imperative, including some irregulars.
- Pupils know a variety of impersonal verbs.
- Pupils know singular and plural persons of the conditional, including some irregular stems.

# 12. Communication and the world around us: Repaso - de viaje

Year 11

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## Threads

- The future and conditional
- The past
- The present

## Unit description

This unit covers the conditional and inflectional future including irregular stems, and pupils revisit impersonal verbs.

## Why this, why now?

In this unit pupils anchor the inflectional future and subjunctive to discuss the positives and negatives of travel and tourism.

## Lessons in unit

1. De viaje-lo bueno y lo malo: opinion verbs, subjunctive- verbs of emotion(AQA)
2. De viaje - inflectional future (AQA)
3. De viaje - extended writing, conversation practice (AQA)

## Prior knowledge requirements

- Pupils know singular and plural persons of the inflectional future, including some irregular stems.
- Pupils know all triggers for the subjunctive
- Pupils know singular persons of the subjunctive.

# 13. Preguntas y respuestas

Year 11

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## Threads

- Extend written and spoken production
- Listen and respond to longer passages
- Read and respond to texts

## Unit description

This unit draws together known grammar and vocabulary in practising the skills for the different elements of the GCSE examination.

## Why this, why now?

In this final unit, pupils apply their knowledge in extended spoken production, transcription, listening, reading and responding to longer passages, and extended written production. Pupils will also be able to ask and answer questions in role play, photo card and conversation practice.

## Lessons in unit

1. Nos preparamos: listening and transcription practice
2. Nos preparamos: reading practice
3. Nos preparamos: role play, photo description, read aloud

## Prior knowledge requirements

- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in describing photos.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in transcribing material.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in reading practice.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in role play practice.
- Pupils know and can apply their knowledge of phonics, vocabulary and grammar in listening practice.

# Threads in Spanish

[See how to use threads](#) ↑

**Adjectives**

**Cultural spotlight**

**Derivational word patterns**

**Extend written and spoken production**

**Listen and respond to longer passages**

**Negation**

**Nouns and determiners**

**Questions**

**Read and respond to texts**

**The future and conditional**

**The past**

**The present**

**Use reference resources**

**Verb: to be, being**

**Verb: to have, having**

**Word order**

# Thread, 'Adjectives'

## Year 7

- **Unit 1**, 'Identity: 'estar' and 'ser'
- **Unit 2**, 'Belongings: 'tener' and articles 'un' and 'una'
- **Unit 4**, 'Life at school and home: negation with 'no', plural nouns'
- **Unit 5**, 'Places: definite articles, plural adjective agreement'
- **Unit 7**, 'What we have: 'tener' plural persons, plural adjectives'
- **Unit 8**, 'Activities: information questions'
- **Unit 13**, 'Describing people and possessions: 'mi' and 'tu'

## Year 8

- **Unit 4**, 'Activities in and out of school: -er and -ir verbs'
- **Unit 12**, 'Family and friends: possessive adjectives, comparatives'
- **Unit 15**, 'What is happening now: present continuous, 'este' and 'esta'

## Year 9

- **Unit 5**, 'Weekends: 'ser', 'estar', 'ir' and 'hacer'
- **Unit 13**, 'Friends: 'ser', 'estar' and demonstrative adjectives'

## Year 10

- **Unit 2**, 'People and lifestyle: la vida de todos los días'
- **Unit 9**, 'People and lifestyle: Los desafíos del mundo actual'
- **Unit 10**, 'People and lifestyle: en el instituto'
- **Unit 11**, 'Communication and the world around us: conversaciones'

## Year 11

- **Unit 10**, 'People and lifestyle: Repaso - el colegio y el trabajo'



# Thread, 'Cultural spotlight'

## Year 7

- **Unit 1**, 'Identity: 'estar' and 'ser'
- **Unit 3**, 'Activities: singular -AR verbs in the present tense'
- **Unit 5**, 'Places: definite articles, plural adjective agreement'
- **Unit 6**, 'Celebrations: 'querer' and 'dar'
- **Unit 11**, 'At home and away: -AR verbs 3rd person plural, 'estar' and 'ser'

## Year 8

- **Unit 6**, 'Places: -ar, -er, -ir verbs 1st and 3rd person'
- **Unit 10**, 'Opinions and feelings: gustar-type verbs, 'ser' and 'estar'
- **Unit 12**, 'Family and friends: possessive adjectives, comparatives'
- **Unit 15**, 'What is happening now: present continuous, 'este' and 'esta'
- **Unit 16**, 'Past and future trips to Spain and Spanish festivals: -ar verbs, 'hacer', 'ir'

## Year 9

- **Unit 5**, 'Weekends: 'ser', 'estar', 'ir' and 'hacer'
- **Unit 6**, 'School is out! 'Ir' and 'ir' + a + infinitive'
- **Unit 7**, 'Countries: 'hacer', -ar verbs'
- **Unit 14**, 'Inspiring people: 3rd person singular and plural preterite'

## Year 10

- **Unit 1**, 'Travel and tourism: nuevas experiencias'
- **Unit 3**, 'Popular culture: la cultura popular y tradicional'
- **Unit 4**, 'Popular culture: Actores y películas'
- **Unit 6**, 'People and lifestyle: La migración y la identidad nacional'
- **Unit 8**, 'Communication and the world around us: acciones para un mundo mejor'
- **Unit 11**, 'Communication and the world around us: conversaciones'
- **Unit 12**, 'People and lifestyle: mi futuro en el trabajo'
- **Unit 13**, 'Communication and the world around us: nuevos lugares'
- **Unit 15**, 'Popular culture: estrellas y famosos'
- **Unit 17**, 'Popular culture: Fiestas y costumbres'
- **Unit 18**, 'Communication and the world around us: conflictos'

## Year 11

- **Unit 2**, 'Communication and the world around us: Internet y yo'
- **Unit 5**, 'Popular culture: Figuras históricas'
- **Unit 7**, 'Communication and the world around us: lugares y personas famosos'

## Thread, '**Derivational word patterns**'

### **Year 9**

- **Unit 6**, 'School is out! 'Ir' and 'ir' + a + infinitive'

### **Year 10**

- **Unit 9**, 'People and lifestyle: Los desafíos del mundo actual'

### **Year 11**

- **Unit 4**, 'Lifestyle and wellbeing: el deporte'

## Thread, 'Extend written and spoken production'

### **Year 7**

- **Unit 4**, 'Life at school and home: negation with 'no', plural nouns'
- **Unit 5**, 'Places: definite articles, plural adjective agreement'
- **Unit 7**, 'What we have: 'tener' plural persons, plural adjectives'
- **Unit 14**, 'Places and plans: 'ir' for present and future plans'

### **Year 10**

- **Unit 5**, 'People and lifestyle, Popular culture: la vida fuera y dentro del colegio'
- **Unit 8**, 'Communication and the world around us: acciones para un mundo mejor'
- **Unit 10**, 'People and lifestyle: en el instituto'
- **Unit 12**, 'People and lifestyle: mi futuro en el trabajo'
- **Unit 13**, 'Communication and the world around us: nuevos lugares'
- **Unit 14**, 'People and lifestyle: cuestiones de identidad'
- **Unit 17**, 'Popular culture: Fiestas y costumbres'
- **Unit 19**, 'People and lifestyle: mi futuro y mis modelos a seguir'

### **Year 11**

- **Unit 2**, 'Communication and the world around us: Internet y yo'
- **Unit 5**, 'Popular culture: Figuras históricas'
- **Unit 7**, 'Communication and the world around us: lugares y personas famosos'
- **Unit 10**, 'People and lifestyle: Repaso - el colegio y el trabajo'
- **Unit 13**, 'Preguntas y respuestas'

## Thread, '**Listen and respond to longer passages**'

### **Year 7**

- **Unit 5**, 'Places: definite articles, plural adjective agreement'

### **Year 10**

- **Unit 6**, 'People and lifestyle: La migración y la identidad nacional'
- **Unit 7**, 'Communication and the world around us: la vida en México'
- **Unit 9**, 'People and lifestyle: Los desafíos del mundo actual'

### **Year 11**

- **Unit 4**, 'Lifestyle and wellbeing: el deporte'
- **Unit 13**, 'Preguntas y respuestas'

## Thread, '**Negation**'

### **Year 7**

- **Unit 4**, 'Life at school and home: negation with 'no', plural nouns'

### **Year 11**

- **Unit 10**, 'People and lifestyle: Repaso - el colegio y el trabajo'

## Thread, '**Nouns and determiners**'

### **Year 7**

- **Unit 13**, 'Describing people and possessions: 'mi' and 'tu'

### **Year 8**

- **Unit 7**, 'Activities past and present: -ar verbs, pronouns, adverbs'
- **Unit 8**, 'Relationships and daily life: personal 'a', pronouns'

### **Year 9**

- **Unit 2**, 'Everyday life: possessive adjectives, pronouns'
- **Unit 4**, 'Sport and healthy living: present continuous, 'vuestro/a'

### **Year 10**

- **Unit 1**, 'Travel and tourism: nuevas experiencias'
- **Unit 2**, 'People and lifestyle: la vida de todos los días'
- **Unit 4**, 'Popular culture: Actores y películas'
- **Unit 5**, 'People and lifestyle, Popular culture: la vida fuera y dentro del colegio'
- **Unit 9**, 'People and lifestyle: Los desafíos del mundo actual'

### **Year 11**

- **Unit 3**, 'Popular culture: de compras'

## Thread, 'Questions'

### **Year 7**

- **Unit 1**, 'Identity: 'estar' and 'ser'
- **Unit 2**, 'Belongings: 'tener' and articles 'un' and 'una'
- **Unit 3**, 'Activities: singular -AR verbs in the present tense'
- **Unit 5**, 'Places: definite articles, plural adjective agreement'
- **Unit 7**, 'What we have: 'tener' plural persons, plural adjectives'
- **Unit 8**, 'Activities: information questions'

### **Year 11**

- **Unit 8**, 'Communication and the world around us: Repaso - la vida diaria y en línea'
- **Unit 10**, 'People and lifestyle: Repaso - el colegio y el trabajo'

## Thread, 'Read and respond to texts'

### **Year 7**

- **Unit 4**, 'Life at school and home: negation with 'no', plural nouns'
- **Unit 7**, 'What we have: 'tener' plural persons, plural adjectives'
- **Unit 11**, 'At home and away: -AR verbs 3rd person plural, 'estar' and 'ser''
- **Unit 14**, 'Places and plans: 'ir' for present and future plans'

### **Year 8**

- **Unit 10**, 'Opinions and feelings: gustar-type verbs, 'ser' and 'estar''

### **Year 9**

- **Unit 11**, 'Past routines and past events: imperfect tense'

### **Year 10**

- **Unit 7**, 'Communication and the world around us: la vida en México'
- **Unit 18**, 'Communication and the world around us: conflictos'

### **Year 11**

- **Unit 5**, 'Popular culture: Figuras históricas'
- **Unit 7**, 'Communication and the world around us: lugares y personas famosos'
- **Unit 13**, 'Preguntas y respuestas'



## Thread, **'The future and conditional'**

### **Year 7**

- **Unit 14**, 'Places and plans: 'ir' for present and future plans'

### **Year 9**

- **Unit 6**, 'School is out! 'Ir' and 'ir' + a + infinitive'

### **Year 10**

- **Unit 12**, 'People and lifestyle: mi futuro en el trabajo'
- **Unit 19**, 'People and lifestyle: mi futuro y mis modelos a seguir'

### **Year 11**

- **Unit 6**, 'People and lifestyle: influencias'
- **Unit 11**, 'People and Lifestyle: Repaso - consejos de vida'
- **Unit 12**, 'Communication and the world around us: Repaso - de viaje'

# Thread, 'The past'

## Year 8

- **Unit 1**, 'Contrasting past and present events: -AR verbs singular persons'
- **Unit 4**, 'Activities in and out of school: -er and -ir verbs'
- **Unit 7**, 'Activities past and present: -ar verbs, pronouns, adverbs'
- **Unit 13**, 'Weekend activities and holidays: 'hacer' and 'ir''
- **Unit 16**, 'Past and future trips to Spain and Spanish festivals: -ar verbs, 'hacer', 'ir''

## Year 9

- **Unit 1**, 'My holidays: -ar, -er, -ir verbs'
- **Unit 7**, 'Countries: 'hacer', -ar verbs'
- **Unit 8**, 'Times of change: -er, -ir, -ar verbs 1st and 3rd person'
- **Unit 9**, 'Important events : 'tener' present and preterite'
- **Unit 10**, 'Important events: present and imperfect continuous'
- **Unit 11**, 'Past routines and past events: imperfect tense'
- **Unit 14**, 'Inspiring people: 3rd person singular and plural preterite'

## Year 10

- **Unit 1**, 'Travel and tourism: nuevas experiencias'
- **Unit 4**, 'Popular culture: Actores y películas'
- **Unit 5**, 'People and lifestyle, Popular culture: la vida fuera y dentro del colegio'
- **Unit 6**, 'People and lifestyle: La migración y la identidad nacional'
- **Unit 7**, 'Communication and the world around us: la vida en México'
- **Unit 8**, 'Communication and the world around us: acciones para un mundo mejor'
- **Unit 9**, 'People and lifestyle: Los desafíos del mundo actual'
- **Unit 14**, 'People and lifestyle: cuestiones de identidad'

## Year 11

- **Unit 1**, 'People and lifestyle: relaciones'
- **Unit 7**, 'Communication and the world around us: lugares y personas famosos'
- **Unit 9**, 'Communication and the world around us: Repaso - perspectivas internacionales'
- **Unit 11**, 'People and Lifestyle: Repaso - consejos de vida'
- **Unit 12**, 'Communication and the world around us: Repaso - de viaje'

# Thread, 'The present'

## Year 7

- **Unit 3**, 'Activities: singular -AR verbs in the present tense'
- **Unit 4**, 'Life at school and home: negation with 'no', plural nouns'
- **Unit 6**, 'Celebrations: 'querer' and 'dar''
- **Unit 9**, 'What we can and must do: -AR verbs 1st person plural, modals 'poder' 'deber''
- **Unit 11**, 'At home and away: -AR verbs 3rd person plural, 'estar' and 'ser''
- **Unit 12**, 'What people do: -ER and -IR verbs'
- **Unit 14**, 'Places and plans: 'ir' for present and future plans'

## Year 8

- **Unit 1**, 'Contrasting past and present events: -AR verbs singular persons'
- **Unit 3**, 'Comparing what people do: -ER and -IR verbs'
- **Unit 4**, 'Activities in and out of school: -er and -ir verbs'
- **Unit 5**, 'Describing how people feel: 'tener' and 'dar' + noun'
- **Unit 6**, 'Places: -ar, -er, -ir verbs 1st and 3rd person'
- **Unit 7**, 'Activities past and present: -ar verbs, pronouns, adverbs'
- **Unit 8**, 'Relationships and daily life: personal 'a', pronouns'
- **Unit 9**, 'Friendships and birthday celebrations: pronouns, gustar-type verbs'
- **Unit 10**, 'Opinions and feelings: gustar-type verbs, 'ser' and 'estar''
- **Unit 11**, 'Visit to a Spanish city: -ar, -er, -ir verbs'
- **Unit 14**, 'Asking questions: -ar, -er, -ir verbs'
- **Unit 15**, 'What is happening now: present continuous, 'este' and 'esta''

## Year 9

- **Unit 2**, 'Everyday life: possessive adjectives, pronouns'
- **Unit 3**, 'Activities and opinions: pronouns, gustar-type verbs'
- **Unit 4**, 'Sport and healthy living: present continuous, 'vuestro/a''
- **Unit 5**, 'Weekends: 'ser', 'estar', 'ir' and 'hacer''
- **Unit 6**, 'School is out! 'Ir' and 'ir' + a + infinitive'
- **Unit 7**, 'Countries: 'hacer', -ar verbs'
- **Unit 8**, 'Times of change: -er, -ir, -ar verbs 1st and 3rd person'
- **Unit 10**, 'Important events: present and imperfect continuous'
- **Unit 12**, 'Work and school: 'ser', 'estar' and 'ir''
- **Unit 13**, 'Friends: 'ser', 'estar' and demonstrative adjectives'
- **Unit 15**, 'Plans for the holidays: 'ir' + a + infinitive'

## Year 10

- **Unit 2**, 'People and lifestyle: la vida de todos los días'
- **Unit 3**, 'Popular culture: la cultura popular y tradicional'
- **Unit 5**, 'People and lifestyle, Popular culture: la vida fuera y dentro del colegio'

- **Unit 6**, 'People and lifestyle: La migración y la identidad nacional'
- **Unit 10**, 'People and lifestyle: en el instituto'
- **Unit 11**, 'Communication and the world around us: conversaciones'
- **Unit 13**, 'Communication and the world around us: nuevos lugares'
- **Unit 14**, 'People and lifestyle: cuestiones de identidad'
- **Unit 15**, 'Popular culture: estrellas y famosos'
- **Unit 16**, 'People and lifestyle: situaciones diarias'
- **Unit 17**, 'Popular culture: Fiestas y costumbres'

## **Year 11**

- **Unit 1**, 'People and lifestyle: relaciones'
- **Unit 2**, 'Communication and the world around us: Internet y yo'
- **Unit 3**, 'Popular culture: de compras'
- **Unit 4**, 'Lifestyle and wellbeing: el deporte'
- **Unit 7**, 'Communication and the world around us: lugares y personas famosos'
- **Unit 8**, 'Communication and the world around us: Repaso - la vida diaria y en línea'
- **Unit 10**, 'People and lifestyle: Repaso - el colegio y el trabajo'
- **Unit 11**, 'People and Lifestyle: Repaso - consejos de vida'
- **Unit 12**, 'Communication and the world around us: Repaso - de viaje'

## Thread, '**Use reference resources**'

### **Year 7**

- **Unit 11**, 'At home and away: -AR verbs 3rd person plural, 'estar' and 'ser'

## Thread, **'Verb: to be, being'**

### **Year 7**

- **Unit 1**, 'Identity: 'estar' and 'ser'
- **Unit 5**, 'Places: definite articles, plural adjective agreement'
- **Unit 7**, 'What we have: 'tener' plural persons, plural adjectives'
- **Unit 10**, 'People and places: 'estar' and 'ser'

### **Year 8**

- **Unit 2**, 'People and places: 'ser' and 'estar'
- **Unit 5**, 'Describing how people feel: 'tener' and 'dar' + noun'
- **Unit 10**, 'Opinions and feelings: gustar-type verbs, 'ser' and 'estar'

### **Year 9**

- **Unit 2**, 'Everyday life: possessive adjectives, pronouns'
- **Unit 4**, 'Sport and healthy living: present continuous, 'vuestro/a'
- **Unit 9**, 'Important events : 'tener' present and preterite'
- **Unit 13**, 'Friends: 'ser', 'estar' and demonstrative adjectives'

## Thread, **'Verb: to have, having'**

### **Year 7**

- **Unit 2**, 'Belongings: 'tener' and articles 'un' and 'una'
- **Unit 4**, 'Life at school and home: negation with 'no', plural nouns'
- **Unit 5**, 'Places: definite articles, plural adjective agreement'
- **Unit 7**, 'What we have: 'tener' plural persons, plural adjectives'
- **Unit 13**, 'Describing people and possessions: 'mi' and 'tu'

### **Year 8**

- **Unit 6**, 'Places: -ar, -er, -ir verbs 1st and 3rd person'

### **Year 9**

- **Unit 9**, 'Important events : 'tener' present and preterite'

## Thread, **'Word order'**

### **Year 9**

- **Unit 3**, 'Activities and opinions: pronouns, gustar-type verbs'

### **Year 10**

- **Unit 6**, 'People and lifestyle: La migración y la identidad nacional'
- **Unit 14**, 'People and lifestyle: cuestiones de identidad'





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