

TERM	CONTEXT	GRAMMAR	PHONICS Sound Symbol Correspondence	Vocabulary
Autumn 1	<ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) 	<ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions 	<ul style="list-style-type: none"> Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j' 	<ul style="list-style-type: none"> Deepening vocabulary and grammar knowledge through work with a challenging text. Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
Autumn 2	<ul style="list-style-type: none"> Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans 	<ul style="list-style-type: none"> Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) 	<ul style="list-style-type: none"> Revisit the contrast 'n' and 'ñ' Revisit the contrast 'v' and 'b' Revisit the contrast 'r' and 'rr' Revisit Silent 'h' Revisit the full range of SSC taught this year 	<ul style="list-style-type: none"> Developing a verb lexicon (-ER and -IR verbs). <p>Deepening vocabulary and grammar knowledge through work with a challenging text</p>
Spring 1	<ul style="list-style-type: none"> Describing what people do (technology and social networks) Describing what different people did in the past (Free time activities) Talking about the environment Saying what you do for others Routines and daily life 	<ul style="list-style-type: none"> Past tense (preterite) -ar verbs in 3rd person singular Past tense (preterite) -er and -ir verbs in 3rd person singular Personal 'a' Reflexive 'me' and 'te' Revisit possessive adjectives 'mi', 'tu' 	<ul style="list-style-type: none"> Revisit SSC [z] (alongside 'soft C' [ce], [ci]) Revisit SSC [que], [qui] Revisit 'hard G' [ga], [go], [gu] Revisit 'soft G' [ge], [gi] (alongside [j]) 	<ul style="list-style-type: none"> Revisit question words Revisit high-frequency regular -ar/-er/-ir verbs in new contexts. Developing the verb lexicon (-ar/-er/-ir verbs) <p>Learn new meanings of the verbs 'sacar', 'conocer', 'querer'</p>

Spring 2	<ul style="list-style-type: none"> • Describing a series of events (Narration) • Talking about giving and receiving (Birthdays) • Describing how things make people feel • Giving opinions about school 	<ul style="list-style-type: none"> • OVS word order • Direct object pronouns 'lo', 'la' • Indirect object pronouns (me, te, le) • Gustar-type verbs 	<ul style="list-style-type: none"> • Contrast [n] and [ñ] • Revisit [v] and [b] • Revisit [r] and [rr], including the pronunciation of [r] in word-initial position • Revisit silent [h] 	<ul style="list-style-type: none"> • Deepen vocabulary and grammar knowledge through work with a challenging text. • Develop knowledge of words from a range of word classes • Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences
Summer 1	<ul style="list-style-type: none"> • Visiting a Spanish speaking city • Describing family members • Describing how people feel • Comparing things • Describing what people do and did (sport) • Comparing where people go and went 	<ul style="list-style-type: none"> • Revisit SER (es, son), adjective agreement, para + infinitive • Possessive adjectives 'su' and 'nuestro' • Comparatives 'más' and 'menos' • Adjectives with comparative meaning • Demonstratives 'este', 'esta', 'estos', 'estas' • HACER in past (preterite) in singular persons • IR in past (preterite) in singular persons 	<ul style="list-style-type: none"> • Revisit SSC [z] (alongside 'soft C' [ce], [ci]) • Revisit SSC [que], [qui] • Revisit 'hard G' [ga], [go], [gu] • Revisit 'soft G' [ge], [gi] (alongside [j]) 	<ul style="list-style-type: none"> • Revisit question words • Revisit high-frequency regular -ar/-er/-ir verbs in new contexts. • Developing the verb lexicon (-ar/-er/-ir verbs) <p>Learn new meanings of the verbs 'sacar', 'conocer', 'querer'</p>
Summer 2	<ul style="list-style-type: none"> • Asking questions about what people did • Learning about a famous Spanish speaking person • Describing school • Describing what is happening now 	<ul style="list-style-type: none"> • Revisit regular (-ar, -er, -ir verbs) in singular persons in past • Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present • present continuous with -ar verbs • present continuous with -ir/-er verbs • revisit future plans with IR [revisited] 	<ul style="list-style-type: none"> • Contrast [n] and [ñ] • Revisit [v] and [b] • Revisit [r] and [rr], including the pronunciation of [r] in word-initial position • Revisit silent [h] 	<ul style="list-style-type: none"> • Deepen vocabulary and grammar knowledge through work with a challenging text. • Develop knowledge of words from a range of word classes • Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences

	<ul style="list-style-type: none">• Describing Hispanic traditions• Talking about past and future trips			
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