

Long Term Plan – Spanish (2026-27)

Vision: Learning languages expands students' understanding of the wider world and allows them to become more empathetic, less insular, global-thinking citizens. Our knowledge-centred, hierarchical curriculum builds on foundations of grammar, vocabulary and phonics to allow students to better understand and express themselves in the target language, enhances their understanding of English and enables them to learn other languages more easily in the future. Our choice of topics leads students to express themselves in meaningful and impactful ways as well as to grow their cultural capital by learning about the customs, traditions and beliefs of people from across the Spanish-speaking world.							Year End Points
	HT1	HT2	HT3	HT4	HT5	HT6	
Y7	Voy a presentarme (Introducing yourself and family)		Me gusta vivir aquí (Where you live and local area)		De fiesta (Festivals in Spanish-speaking countries)		Students will be able to talk and write with increasing confidence and accuracy, in short sequences of sentences, about themselves, their relationships with friends and family, where they live and festivals in the Spanish-speaking world. They will be able to use the present simple tense, as well as demonstrating a developing understanding of Spanish structures and grammatical features (including gender, adjectival agreement and position, comparatives, opinions using infinitive structures, prepositions, and reflexive verbs in the first-person singular). They will be able to sequence and connect short sentences using simple connectives. They will be able to demonstrate a developing understanding of texts in written and spoken Spanish, allowing them to answer comprehension- and translation- based questions. This will be supported by a growing understanding of the sound-spelling correspondences in Spanish, shown through the reading aloud of unseen texts and dictation activities.
Y8	La comida (Food and recipes from the Spanish-speaking world)	En el restaurante (Transactional Spanish for restaurants and shops)	De vacaciones (On holiday)		En mi tiempo libre (Free time activities)	Para estar en forma (Healthy living)	Students will be able to talk and write with increasing confidence and accuracy, in longer sequences of sentences, about food, holidays, their free time and healthy living. They will also be able to order from restaurants and shops. They will be able to use a range of tenses in the present, past (preterite) and future (near future) demonstrating a developing understanding of Spanish structures and grammatical features (including time phrases, second person informal singular imperative, conditional infinitive phrases, modal verbs, direct object pronoun “lo”, negatives, impersonal verbs). They will be able to sequence and connect sentences using a growing range of connectives. They will be able to demonstrate a developing understanding of more complex texts in written and spoken Spanish, allowing them to answer comprehension- and translation- based questions. This will be supported by a more developed understanding of the sound-spelling correspondences in Spanish, shown through the reading aloud of unseen texts and dictation activities.
Y9	En colegio (School)	Busco empleo (Jobs)	Un día en mi vida (Daily routine)	En línea (Technology and the internet)	México: es momento de actuar (Case study of Mexico’s geography and environment)		Students will be able to talk and write with increasing confidence and accuracy, in longer sequences of complex sentences, about school, work, daily routine, technology and the internet as well as about the environment. They will be able to confidently use a range of tenses in the present, past and future demonstrating a developing understanding of Spanish structures and grammatical features (including ordinal numbers, modal verbs, superlatives, if

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							clauses, direct object pronouns, reflexive verbs in infinitive phrases, conditional modals, imperative second person plural). They will be able to sequence and connect longer sentences using a growing range of connectives. They will be able to demonstrate a firm understanding of more complex texts in written and spoken Spanish, allowing them to answer comprehension- and translation- based questions. This will be supported by a firm understanding of the sound-spelling correspondences in Spanish, shown through the reading aloud of unseen texts and dictation activities.
Y 10	¡Diviértete! (Have fun!) (Thematic contexts: My personal world, Media and technology)	Viajes (Travels) (Thematic context: Travel and tourism)	Mi gente, mi mundo (My people, my world) (Thematic contexts: Media and technology, My personal world)	Mi estilo de vida (My lifestyle) (Thematic context: Lifestyle and well- being)	¡A clase! (Get to class!) (Thematic context: Studying and my future)	Revision of grammar, vocabulary and phonics. Speaking exam skills.	Students will be able to talk and write with increasing confidence and accuracy, in extended sequences of sentences, about their daily life, free-time activities, technology and social media, holidays, relationships with friends and family, well-being and health as well as school. They will be able to use a growing range of tenses in the past (now including the imperfect), present (including the present continuous) and future (including the simple future, and conditional), as well as complex structures (including sequences of tenses, comparatives, superlatives, modal structures, direct/indirect pronouns, infinitive phrases, reflexive verbs, relative pronouns, impersonal verbs). They will increasingly be able to sequence and connect sentences, adding complexity to their writing. They will be able to demonstrate a firm understanding of increasingly complex texts in written and spoken Spanish, allowing them to answer comprehension- and translation- based questions. This will be supported by a firm understanding of the sound-spelling correspondences in Spanish, shown through the reading aloud of unseen texts and dictation activities.
Y 11	Mi barrio y yo (My neighbourhood and I) (Thematic context: My neighbourhood)	Un mundo mejor para todos (A better world for all) (Thematic context: My neighbourhood)	Revision and exam skills	El futuro te espera (Your future awaits) (Thematic context: Studying and my future)	Revision and exam skills		Students will be able to talk and write confidently and accurately in extended sequences of sentences about their future plans, their local area and social/environmental issues, using a large range of tenses in the past (now including the perfect and imperfect continuous tense), present (including the present subjunctive) and future as well as complex structures (including demonstrative adjectives, passive voice, present participle) linking sentences together with a range of connectives. They will be able to demonstrate a firm understanding of complex texts in written and spoken Spanish, allowing them to answer comprehension- and translation- based questions. This will be supported by a firm understanding of the sound-spelling correspondences in Spanish, shown through the reading aloud of unseen texts and dictation activities.