



Year 9	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) - The ability to express ideas in different time frames (present, past, future) - The use of opinion phrases and justifications to express preferences - Mastery of verb conjugation patterns (regular, irregular, reflexive) - Development of spontaneity and extended responses through structured scaffolding - Application of grammar knowledge in topic-based contexts				Enrichment: What is offered through the year to support learning in the classroom? - Cultural exposure to Spanish-speaking festivals and customs e.g. la tomatina - European Day of Languages - Opportunity to be an MFL Ambassador		Review and evaluation: Give date for review of the curriculum Sept 2027
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Mi colegio My school School subjects, opinions, timetable and facilities.	Knowledge Quiz Week 6 Students will need to: - Translate 4 words into Spanish - Conjugate the verb ir (to go) - Translate 4 full sentences from English to Spanish	- Vocabulary for school subjects and opinions Adjectival agreement Use of impersonal verbs (e.g. me gusta / me gustan) Immediate future tense (voy a estudiar) School facilities vocabulary and se puede + infinitive.	Students will be able to: - Use different tenses to describe school life Understand timetable structures in Spanish Develop extended written responses using opinions and justifications.	- Confusing me gusta / me gustan with subject-verb agreement Incorrect word order with adjectives Using subject pronouns unnecessarily in reflexive verbs.	 Present tense Immediate future tense (voy a + infinitive) School subjects vocabulary Opinion phrases and justifications Adjective agreement Sequencers (primero, luego, después) Impersonal verbs (me gusta, me encantan) 	This unit builds directly on Year 8's work on expressing opinions (e.g. about animals, food and routines) and strengthens students' ability to justify those opinions with a wider range of vocabulary and more precise grammar. The introduction of the immediate future tense ("voy a estudiar") marks a key progression point, allowing students to begin expressing intentions and plans, which they will return to in more depth later in the year and in Year 10 when discussing school and future studies.
Term 2	Mi rutina diaria My daily routine Daily routine and extracurricular activities.	Listening, Reading and writing Assessment Week 6 Students will:	Reflexive verbs in present tense.Regular -AR verb conjugation.	Students will be able to: - Describe morning routines using reflexive verbs.	 Incorrect conjugation of reflexive verbs. Forgetting to change reflexive pronoun to match the subject. 	 Reflexive verbs in the present tense Modal verbs (debo, tengo que, se debe, se puede) 	In this term, students extend their knowledge of reflexive verbs from Year 7 and build on their understanding of





		- Listen to a recording and answer questions about school subjects and timetables - Complete a reading comprehension on school life and opinions - Write a short text (40–50 words) about their school life and routine.	- Sequencing language (antes de / después de) Key verbs: debo, tengo que, se debe, se puede.	- Use a variety of verbs and sequencers to describe a typical day Apply opinions in the context of school and hobbies.	- Overuse of <i>yo</i> in extended texts.	Time expressions and sequencing language Extracurricular activities vocabulary Daily routine actions Conjugation of regular -AR verbs	sequencing and time expressions. The inclusion of modal verbs is new, and helps them begin to express obligation and advice, structures which are developed further in GCSE contexts such as daily routine and healthy living. The topic also offers opportunities to revisit core grammar from Year 8 (e.g. AR verb conjugation and time phrases) in a new and more complex context.
Term 3	Mis planes para el futuro Talking about future plans		- Structures to express intent (me gustaría, voy a, quisiera) Infinitive constructions Vocabulary for professions, ambitions and lifestyle.	Students will be able to: - Express wishes and intentions Combine future tense with opinion and justification.	- Difference between quiero and me gusta Incorrect use of infinitives after future tense phrases.	Future tense structures (voy a, me gustaría, quisiera) Professions and ambition-related vocabulary Infinitive constructions Complex opinion phrases (pienso que, creo que, es importante) Connectives for justification (porque, ya que, sin embargo)	This is a pivotal unit in terms of progression, as students move beyond the basic future structures introduced in Year 8 ("voy a comer", "me gustaría") and begin to manipulate a wider range of verbs that express wishes, intentions and ambitions (e.g. "quisiera", "tengo la intención de"). It lays the foundation for future GCSE content related to work, study





Term 4	Las vacaciones y el clima Holidays and the weather Holidays (past, present and future)	- Present tense: ir, estar, tener, soler Present participle (estoy comiendo, etc.) Preterite tense (fui, comí, visité) Postcard structure.	Students will be able to: - Describe present and past holidays Talk about the weather Create cohesive texts using different tenses.	- Misuse of preterite endings (-é vsí) Incorrect agreement of adjectives with nouns Confusing fui (I went or I was) with fue (he/she went) or he/she was).	Preterite tense Present tense irregular verbs (ir, hacer, tener) Soler + infinitive Weather expressions Holiday activity and transport vocabulary Use of present participle (estoy comiendo)	and personal goals, and encourages students to express abstract ideas with increasing independence and fluency. This is the first time students are expected to use the preterite tense productively in writing and speaking. It builds on prior work with the present and near future tenses and helps students start combining tenses across longer pieces of language. The topic consolidates vocabulary and grammar covered in previous food contexts from Year 8 but pushes students further by introducing narrative elements. This multi-tense approach closely mirrors the requirements of GCSE writing and speaking tasks, especially photo cards and role plays.
--------	----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------





Pasatiempos y las flestas de España My hobbies and Spanish festivals Focus on discussing hobbies, sports and Spanish festivals.				1	T.	1	1	I
Is a fiests de España My hobbles and Spanish festivals Focus on discussing hobbles, sports and Spanish festivals. Term 5 Mis pasatiemposactivities, festivals Mis pasatiemposactivities, festivals Term 6 En el supermercado Is a fiests de España A My hobbles and Spanish festivals Formal assessment with processions in films, (voy a jugar, quiero ver) - Making weekend plans (voy a jugar, quiero ver) - Present tense irregular verbs and stem-changers. - Vocabulary for festivals and traditions. - Plan activities using future structures. - Pormal and customs. - Formal and traditions - Formal assessment double a conditional tense. - Shopping vocabulary and cultural items. - Shopping vocabulary and cultural items. - Introduction to "if" clauses: imperfect. - Present tense irregular ductored in the customs. - Plan activities using future structures. - Pormal activities using future structures. -		Mis		- Verbs like <i>preferir,</i>	Students will be able to:	, ,		
Focus on discussing hobbies, sports and Spanish festivals. Torm 5 Mis pasatiemposactivities, festivals Mis pasatiemposactivities, festivals Torm 6 En el supermercado My hobbies and Spanish (2004) and provides a medical situations. Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 5 Weeks 2 & 3 - Shopping vocabulary and provides a meaningful context for using complex syntax. Torm 6 En el supermercado My hobbies and Spanish (2004) and traditions. Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero ver) - Describe festivals and customs. Torm 6 Adding weekend plans (voy a jugar, quiero verbs and stem-changers. - Vocabulary (TV, music, film) - Fere time and sports vocabulary (TV, music, film) - Fere time and sports vocabulary (TV, music, film) - Fere time and sports vocabulary (TV, music, film) - Fere time and sports vocabulary (Twieropelism) - Fere				<i>jugar, hacer</i> in different	-		changing verbs (jugar,	broaden their
A Myhobbies and Spanish festivals Focus on discussing hobbies, sports and Spanish festivals. Torm 5 Mis pasatiempos – activities, festivals Pormal assessment activities, festivals Torm 6 En el supermercado Myhobbies and Spanish festivals A mis Spanish festivals A mis Spanish festivals A pasatiempos – activities, festivals Torm 6 En el supermercado A present tense irregular verbs and stem-changers Vocabulary for festivals and customs. A verbs and stem-changers Vocabulary for festivals and customs. A pasatiempos – activities, festivals A pasatiempos – activities using future structures. A pasatiempos – activities using future structures. A pasatiempos – activities using future structures. A pasatiempos – activities, festivals A pasatiempos – activities, festivals A pasatiempos – activities using future structures. A pasatiempos – activities using future structures. A pasatiempos – activities, festivals A pasatiempos – activities using future structures. A promisor – activities using future structures. A pasatiempos – activities using future structures. A promisor – activities usi				tenses.	- Give opinions on films,	- Confusing <i>jugar</i> with	preferir, ver, hacer)	understanding of free
Spanish festivals Focus on discussing hobbles, sports and Spanish festivals. Term 5 Mis pasatiemposacitivities, restivals Mis pasatiemposacitivities, rectivals Movers 2 & 3 rectivals Movers 2 & 3 rectivals Abopping vocabulary and cultural items. - Introduction to "if" clauses: imperfect + conditional (Si ganara la loteria If I won the lottery). Describe testivals and spartis, vocabulary and provides the requirement of the present and improving the fluency of spoken and written interess, me chiflo; legral intervatives. Plan activities using future estructures. Plan activities using future tense revision • Complex opinions (me interes, me chiflo) • Near future tense revision • Complex opinions (me interes, me chiflo) • Near future tense revision • Complex opinions (me interes, me chiflo) • Interest, me chiflo; • Near future tense and improving the fluency of spoken and written interes, and improving the fluency of spoken and written interes, and improving the fluency of spoken and written interes, and improving the fluency of spoken and written interes, and improving the fluency of spoken and written interes, and improving the fluency of spoken and improving the fluency of spoken and improving the fluency of spoken and imp				- Making weekend plans	TV and music.	tocar.	 Media and technology 	time, hobbies and
Focus on discussing hobbies, sports and stem-changers Vocabulary for festivals and traditions. Term 5 Mis pasatemposacitivites, festivals Mis pasatemposacitivites, gestevals En el supermercado Mis pasatemposacitivites, festivals Mis pasatemposacitivites, gestevals En el supermercado Focus on discussing hobbies, sports and stem-changers Vocabulary for festivals and traditions. Plan activities using future structures. Plan activitie				(voy a jugar, quiero ver)	- Describe festivals and	- Forgetting "a" after	vocabulary (TV, music,	media, which were first
discussing hobbies, sports and Spanish festivals. Torm 5 Mis pasatiempos activities, festivals Pormal acssessment activities, festivals En el supermercado Mis pasatiempos activities, festivals En el supermercado discussing hobbies, sports and traditions. Formal assessment activities, festivals Formal cultural items. - Shopping vocabulary and cultural items Introduction to "if" clauses: imperfect + conditional (Si g ganara la loteria If I won the lottery). Formal assessment activities, festivals - Shopping vocabulary and cultural items Introduction to "if" clauses: imperfect + conditional (Si g ganara la lotteria If I won the lottery). Formal assessment activities, festivals Formal assessment activities, festivals - Shopping vocabulary and cultural items Shopping vocabulary and phonics (regular and tradition-related vocabulary and phonics (regular and irregular verbs in the present an				- Present tense irregular	customs.	jugar.	film)	covered in Year 8 Term
hobbies, sports and Spanish festivals. Term 5 Mis pasatiempos activities, festivals Pormal activities, festivals Form 6 En el supermercado And traditions. be pastiempos attive tenses and improving the fluency of spoken and written responses. The cultural content builds on Year 7 and Year 8 exposure to festivals and traditions. - Difficulty recognising conditional tense. - Word order in "si" clauses. - Shopping and traditions (si ganara la loteria. - Word order in "si" clauses. - Shopping and traditions (from across the year and introduces students to GCSE-level conditional structures ("si ganara la loteria, ("si ganara		Focus on		verbs and stem-changers.	- Plan activities using		 Free time and sports 	2 ("Mi tiempo libre").
and Spanish festivals. Term 5 Mis pasatiempos – activities, festivals En el supermercado Term 6 En el supermercado and Spanish festivals. A large servision super servision super servision super revision super servision super supe		_		- Vocabulary for festivals	future structures.		vocabulary	Here, the focus is on
festivals. Term 5 Mis pasatiempos activities, festivals En el supermercado Term 6 En el supermercado Festivals. Festivals. Festivals. Formal assessment activities, festivals Formal clauses: imperfect + conditional (Sf ganara la loteria If I won the lottery). Form 6 En el supermercado Festivals. Festivals. Formal assessment activities, festivals Formal assessment clauses: imperfect activities, festivals Formal assessment activities activities activities, festivals Formal assessment activities activities activities activities. - Introduction to "if" clauses: imperfect activitions. - Express hypothetical situations. - Express hypothetical situations. - Express hypothetical situations. - Word order in "si" clauses. - Word order in "si" clauses. - Word order in "si" clauses. - Shopping and transactional phrases to get her grammar, vocabulary and phonics from across the year and introduces students to GCSE-level conditional structures ("si ganara la loteria," ("si ganara la lot				and traditions.			Near future tense	expanding their range
Term 5 Mis pasatiempos – activities, festivals En el supermercado Mis pasatiempos – activities, festivals En el supermercado Term 5 En el supermercado Term 5 Term 5 Term 6 En el supermercado Term 7 Term 7 Term 8 Term 8 Term 8 Term 8 Term 9 Term		·					revision	of regular and irregular
Mis pasatiempos – activities, festivals En el supermercado Mis pastiema of ferduna de vacabulary Term 6 En el supermercado Mis pastiema of ferduna de vacabulary Term 6 En el supermercado Mis pastiema of ferduna de vacabulary Aliante of spoken and written responses. The cultural content builds on Year 7 and Year 8 exposure to festivals and traditions (e.g. "El dia de los Muertos") and provides a meaningful context for using complex syntax. Students will be able to: - Express hypothetical situations. - Express hypothetical situations. - Express hypothetical situations. - Weeks 2 & 3 - Introduction to "if" clauses: imperfect + conditional (Si ganara la loteria If I won the lottery). Weeks 2 & 3		restivais.					• Complex opinions (me	verbs in the present and
Mis pasatiempos activities, festivals En el supermercado Mis pasatiempos activities, festivals En el supermercado Term 6 En el supermercado Mis pasatiempos activities, festivals En el supermercado Mis pasatiempos activities, festivals En el supermercado Mis pasatiempos activities, festivals Formal assessment Weeks 2 & 3 and cultural items. Conditional (Si ganara la loteria If I won the lottery). Students will be able to: - Difficulty recognising conditional tense Word order in "si" clauses. - Shopping and transactional phrases frequency expressions of spoken and written responses. The cultural content builds on Year 7 and Year 8 exposure to festivals and traditions (e.g. "El dia de los Muertos") and provides a meaningful context for using complex syntax. - Express hypothetical situations. - Express hypothetical situations. - Word order in "si" clauses. - Word order in "si" clauses. - Word order in "si" clauses. - Shopping and traditions (e.g., "El dia de los Muertos") and Pear 8 exposure to festivals and traditions (e.g., "El dia de los Muertos") and provides a meaningful context for using complex syntax. - Express hypothetical situations. - Word order in "si" clauses. - Word order in "si" clauses. - Shopping and transactional phrases from across the year and introduces students to GCSE-level conditional structures ("si ganara la loteria,") and provides a meaningful context for using complex syntax. - Express hypothetical situations. - Express hypothetical situations. - Word order in "si" clauses. - Word order in "s	Term 5						interesa, me chifla)	near future tenses and
Festival and tradition-related vocabulary Mis pasatiempos— activities, festivals En el supermercado Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 introduction to "iff" clauses: Formal assessment Weeks 2 introduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Weeks 2 & 3 Lintroduction to "iff" clauses: Formal assessment Activities, for using complex syntax. Formal and year 8 exposure to festivals and traditions (e.g. "El dia deloice" for using complex syntax. Formal and provides an meaningful context for using complex syntax. Formal and year 8 exposure to festivals and traditions Form							 Intensifiers and 	improving the fluency
Term 6 En el supermercado Term 1 Location Section S							frequency expressions	of spoken and written
Mis pasatiempos – activities, festivals En el supermercado Mis pasatiempos – activities, festivals Al conditional context for using complex syntax. Students will be able to: - Difficulty recognising conditional tense (si + imperfect subjunctive + conditional) together grammar, vocabulary and phonics from across the year and introduces students to GCSE-level conditional structures ("si ganara la lotería If I won the lottery).							 Festival and tradition- 	responses. The cultural
Mis pasatiempos – activities, festivals En el supermercado Mis pasatiempos – activities, festivals Formal assessment Weeks 2 & 3 Introduction to "if" clauses: imperfect + conditional (Si ganara la loteria If I won the lottery). Mis pasatiempos – activities, festivals Formal assessment Weeks 2 & 3 Formal assessment with pasatiempos – activities, festivals Formal assessment with pasatiempos – activities, festivals and traditions (e.g. "El día de los Muertos") and provides a meaningful context for using complex syntax. Finis final unit brings conditional tense. - Word order in "si" clauses. Shopping and traditions (e.g. "El día de los Muertos") and provides a meaningful context for using complex syntax. Formal assessment with pasatiempos – activities, festivals and traditions (e.g. "El día de los Muertos") and provides a meaningful context for using complex syntax. Formal assessment with pasatiempos – activities, festivals and traditions (e.g. "El día de los Muertos") and provides a meaningful context for using complex syntax. Formal assessment with pasatiempos – activities, festivals and traditions (e.g. "El día de los Muertos") and provides a meaningful context for using complex syntax. Formal assessment with pasatiempos – activities, for using complex syntax. Formal assessment with pasatiempos – activities (activities) and conditional tense. - Word order in "si" (clauses. - Word order in "si" (clauses. - Shopping and transactional phrases formatiempos – activities (activities) and conditional tense. - Word order in "si" (clauses) and conditional tense. - Word order in "							related vocabulary	content builds on Year 7
Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals En el supermercado Mis pasatiempos – activities, festivals Term 6 Mis pasatiempos – activities, festivals En el supermercado Mis pasatiempos – activities, festivals Activities, festivals En el supermercado Activities, festivals Activities, for using complex Activities, for using conditional tense Activities, for using complex Activities, for usin								and Year 8 exposure to
Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis Pormal assessment Weeks 2 & 3 Locational (Si ganara la lottery). Mis pasatiempos – activities, festivals En el supermercado Mis pasatiempos – activities, festivals Formal assessment and cultural items. Conditional (Si ganara la lotería, Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería, If I won the lottery). Muertos") and provides a meaningful context for using complex syntax. Students will be able to: - Difficulty recognising conditional tense (si + imperfect subjunctive + conditional) vocabulary and phonics from across the year and introduces students to GCSE-level conditional structures ("si ganara la lotería, "si ganara								festivals and traditions
Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals En el supermercado Ameaningful context for using complex syntax. Students will be able to: - Difficulty recognising conditional tense Express hypothetical situations. - Express hypothetical situations. - Word order in "si" clauses. - Word order in "si" clauses. - Word order in "si" clauses. - Shopping and transactional phrases from across the year and introduces students to GCSE-level conditional structures ("si ganara la lotería,")								(e.g. "El día de los
Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals Formal assessment weeks 2 & 3 - Shopping vocabulary and cultural items Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería If I won the lottery). Mis pasatiempos – activities, festivals - Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería If I won the lottery). Mis pasatiempos – activities, festivals - Shopping vocabulary and cultural items Word order in "si" clauses. - Shopping and transactional phrases - This final unit brings conditional tense (si + imperfect subjunctive + conditional) - Conditional tense (si + imperfect subjunctive + conditional) - Shopping and transactional phrases - Word order in "si" clauses. - Word								Muertos") and provides
Mis pasatiempos – activities, festivals En el supermercado And cultural items. - Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería If I won the lottery). Mis pasatiempos – activities, festivals - Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería If I won the lottery). Students will be able to: - Express hypothetical situations. - Word order in "si" clauses. - Word order in "si" clauses. - Shopping and transactional phrases and introduces students to GCSE-level conditional structures ("si ganara la lotería, "si ganara la lotería, "								a meaningful context
Mis pasatiempos – activities, festivals Term 6 En el supermercado Mis pasatiempos – activities, festivals Formal assessment Weeks 2 & 3 Term 6 Term 6 Mis pasatiempos – activities, festivals Formal assessment wheeks 2 & 3 Formal assessment and cultural items. - Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería If I won the lottery). Students will be able to: - Express hypothetical situations. - Word order in "si" clauses. Students will be able to: - Difficulty recognising conditional tense (si + imperfect subjunctive + conditional) - Shopping and transactional phrases This final unit brings together grammar, vocabulary and phonics from across the year and introduces students to GCSE-level conditional structures ("si ganara la lotería,")								for using complex
pasatiempos – activities, festivals Term 6 En el supermercado Term 6 Term 7 Term 8 Term 8 Term 8 Term 9 Term								syntax.
activities, festivals Fine el supermercado Weeks 2 & 3 - Introduction to "if" clauses: imperfect + conditional (Si ganara la lotería If I won the lottery). Situations. - Word order in "si" clauses. - Shopping and transactional phrases and introduces students to GCSE-level conditional structures ("si ganara la lotería,").		11110	Formal	- Shopping vocabulary	Students will be able to:	- Difficulty recognising	• Conditional tense (si +	This final unit brings
festivals En el supermercado Term 6 En el lottery). Introduction to il clauses: imperfect + conditional (Si ganara la lotteria If I won the lottery). Situations. - Word order in Si clauses. - Shopping and transactional phrases and introduces students to GCSE-level conditional structures ("si ganara la lotería,").		•		and cultural items.	- Express hypothetical	conditional tense.	imperfect subjunctive +	together grammar,
Term 6 En el supermercado Clauses: imperfect + conditional (Si ganara la lottería If I won the lottery). Clauses. Clauses. • Snopping and transactional phrases and introduces students to GCSE-level conditional structures ("si ganara la lotería, "si ganara la lot		•	Weeks 2 & 3	- Introduction to "if"	situations.	- Word order in "si"	conditional)	vocabulary and phonics
supermercado lotería If I won the lottery). conditional structures ("si ganara la lotería,		testivais		clauses: imperfect +		clauses.	 Shopping and 	from across the year
supermercado lotería If I won the to GCSE-level lottery). conditional structures ("si ganara la lotería,	Term 6	En el		conditional (Si ganara la			transactional phrases	and introduces students
("si ganara la lotería,		-		lotería If I won the				to GCSE-level
				lottery).				conditional structures
								("si ganara la lotería,
compraría").								compraría").



