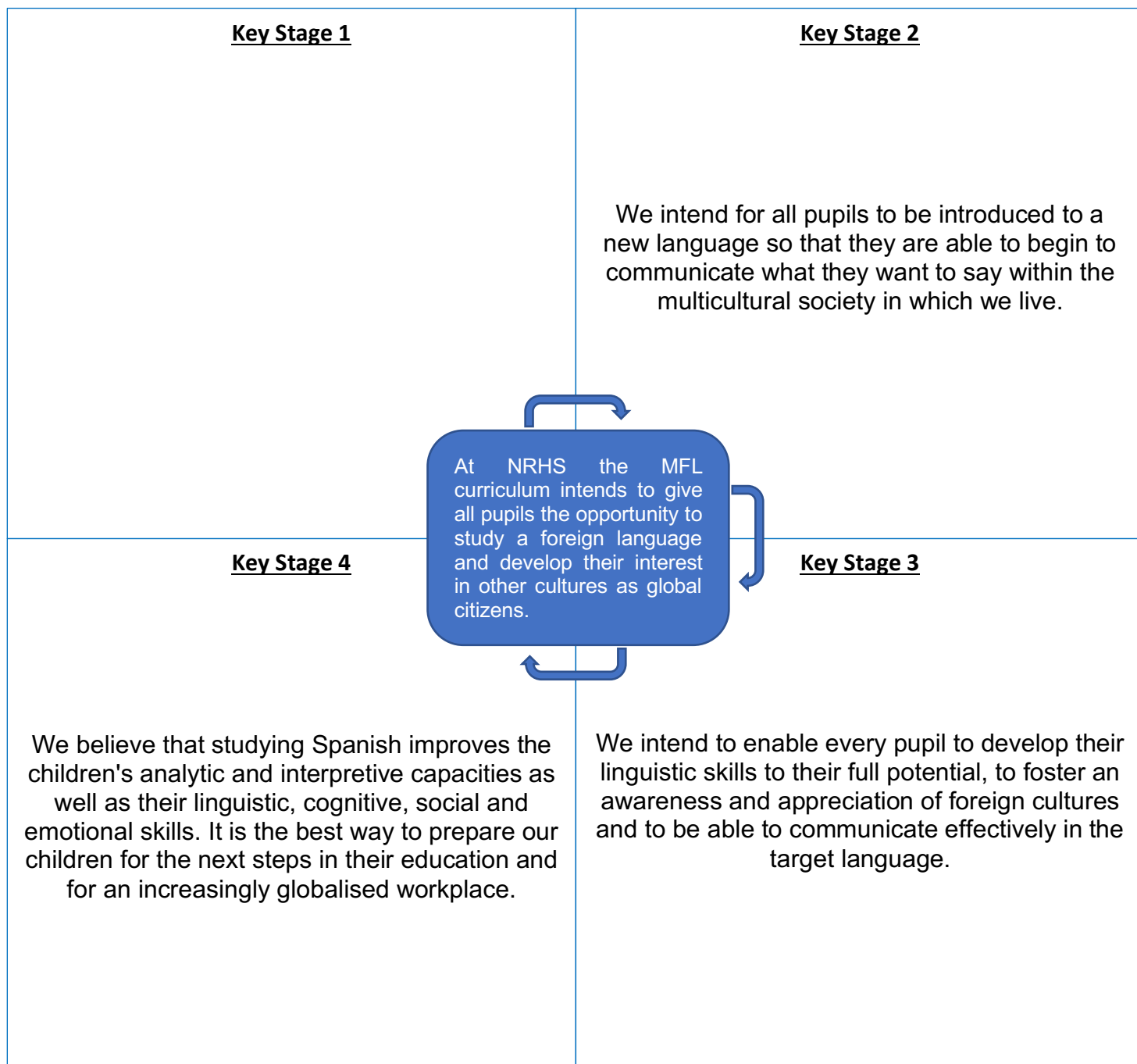


The intent of the Spanish curriculum at NRHS



Curriculum Information - Spanish

Year 3	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Numbers, Greetings & Colours	<ul style="list-style-type: none"> Learn how to count to 10. Use and recall the numbers in counting/number games. Learn how to say hello and goodbye to someone – practising with peers. Learn the names of different colours and be able to use/recall the colours in games with a colour focus. 	<ul style="list-style-type: none"> Maths: counting. Geography: locating Spain on a map, flag etc. Horticultu: colours in the allotment. Art and design: names of colours.
Oct-Dec (Term 1.2)			
Jan-Feb (Term 2.1)			
Feb-April (Term 2.2)	Food and Drink	<ul style="list-style-type: none"> Learn names of drinks and be able to ask for a drink in a café role-play situation. Learn names of food and be able to say which food they like to eat. 	<ul style="list-style-type: none"> Links to PSHE/SRE: food, healthy eating. Links to Horticulture: names of food grown in allotment. Links to Food technology: names for food and drinks.
April-May (Term 3.1)			
May-July (Term 3.2)			

Curriculum Information - Spanish

Year 4	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)			
Oct-Dec (Term 1.2)	<p>Consolidation of Year 3 content.</p> <p>Days of the week</p>	<ul style="list-style-type: none"> Consolidation of numbers to 10 and learn numbers to 15, Greetings, Colours, food and drink. Be able to use numbers to 10, Greetings, Colours in a number of settings. E.g. shopping, restaurants Learn the days of the week and learn to say something they do on each day. 	<ul style="list-style-type: none"> Links to Maths: counting. Links to Horticulture: colours and numbers. Links to Food technology: names of food.
Jan-Feb (Term 2.1)			
Feb-April (Term 2.2)	<p>Clothing</p> <p>Exploring festivals from the country of language being studied.</p>	<ul style="list-style-type: none"> Learn the names of articles of clothing and be able to say what they are wearing and what colour each item is. Giving the pupils opportunities to use their knowledge in games/conversation. For pupils to be taught about and research to further their knowledge on different festivals celebrated in the country studied. 	<ul style="list-style-type: none"> Links to RE: festivals and celebrations. Links to Food technology: food in celebrations
April-May (Term 3.1)			
May-July (Term 3.2)			

Curriculum Information - Spanish

Year 5	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	<p>Numbers</p> <p>Revision of Greetings</p> <p>What is your name?</p>	<ul style="list-style-type: none"> Revision of numbers to 10 and learn to 20. To be taught to say how old they are. To be able to count and ask for certain numbers of objects. Revision of basic greetings formal /informal and to be taught greetings at different times of the day. To be able to ask some one their name and introduce themselves as well as their friends. 	<ul style="list-style-type: none"> Links to Humanities (geography): Spanish-speaking countries of South America. Links to Horticulture: counting, names, colours.
Oct-Dec (Term 1.2)			
Jan-Feb (Term 2.1)			
Feb-April (Term 2.2)			
April-May (Term 3.1)	<p>Animals</p> <p>Times of the day</p> <p>Emotions</p>	<ul style="list-style-type: none"> Learn the names of different animals and be able to recall the names when playing games. To learn the basic times of the day – morning, lunch, afternoon, evening, night. To learn the names of different emotions. Be able to say how they are feeling or how they feel when they do different activities/tasks. 	<ul style="list-style-type: none"> Links to Science: names of animals. Links to Horticulture: names of produce.
May-July (Term 3.2)			

Curriculum Information - Spanish

Year 6	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)			
Oct-Dec (Term 1.2)	Months / Seasons	<ul style="list-style-type: none"> • Revision of previous year group content. • To learn the names of the months and seasons of year and be able to say their birthday date and what day it is. 	<ul style="list-style-type: none"> • Links to Horticulture: weather and seasons. Links to Art and design: seasons and colours.
Jan-Feb (Term 2.1)			
Feb-April (Term 2.2)			
April-May (Term 3.1)	Home Basic conversation	<ul style="list-style-type: none"> • To learn to ask where someone lives and where they live. • To be able to hold a basic conversation in Spanish to include asking for name, how someone is feeling, how old they are and where they live. 	<ul style="list-style-type: none"> • Links to Humanities: tourism.
May-July (Term 3.2)			

Year 7	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
<p align="center">Sept-Oct (Term 1.1)</p>	<ul style="list-style-type: none"> - Introducing yourself - Spelling your name - Coping with language problems <ul style="list-style-type: none"> - Numbers 1-19 - Days of the week 	<p align="center"><u>KEY LANGUAGE:</u></p> <ul style="list-style-type: none"> • ¡Hola! ¿cómo te llamas? me llamo... ¿y tú? • ¿Qué tal? estupendo, muy bien, bien, regular, fatal • Yo, sí, no está • ¿Cómo se escribe? alphabet a-z • Mi/tu nombre, mi/tu apellido • Números 1 a 19 • ¿Cómo se dice en español/en inglés? • No lo sé; ni idea se me ha olvidado; otra vez, por favor • Lunes, martes, miércoles, jueves, viernes, sábado, domingo <p align="center"><u>GRAMMAR / SKILLS</u></p> <ul style="list-style-type: none"> • Listening attentively; identifying and pronouncing vowel sounds • Distinguishing consonants clearly and pronouncing them correctly • Spelling words with/without accents • Coping with simple linguistic problems in the target language • Asking for help; expressing simple opinions 	<ul style="list-style-type: none"> • Link to Maths (Number skills) • Link to PSHCE (Money)
<p align="center">Oct-Dec (Term 1.2)</p>	<ul style="list-style-type: none"> - Schoolbag items <ul style="list-style-type: none"> - Questions - Definite and indefinite article - Classroom furniture and equipment <ul style="list-style-type: none"> - Numbers 20 to 31 - Months of the year (the date) - Forming the plural of nouns 	<p align="center"><u>KEY LANGUAGE:</u></p> <ul style="list-style-type: none"> • ¿Tienes? ¿Me dejas...? sí, toma, tengo; lo siento, no tengo • Un boli, un cuaderno, un estuche, un lápiz, un libro, una regla, un sacapuntas, una agenda, una goma, una mochila, una pluma • La pizarra, la puerta, la ventana, la luz, el ordenador, el suelo • Números 20 a 31 • Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre <p align="center"><u>GRAMMAR / SKILLS</u></p> <ul style="list-style-type: none"> • Asking for things, and replying appropriately • Using the indefinite article: un/una/unos/unas • Using the definite article; el/la/los/las • Asking and giving the date • Forming plurals 	<ul style="list-style-type: none"> • Link to Maths (Number skills) • Link to PSHCE (Money)
<p align="center">Jan-Feb (Term 2.1)</p>	<ul style="list-style-type: none"> - Talking about members of your family <ul style="list-style-type: none"> - Numbers 31 to 100 - Talking about pets - Talking about birthdays 	<p align="center"><u>KEY LANGUAGE:</u></p> <ul style="list-style-type: none"> • Hermano/a, mayor/menor, hermanastro/a, hijo/a único/a • Tengo, no tengo, tienes, soy, eres, se llama/se llaman, que.. • Padre, padrastro, madre, madrastra, tío/a, primo/a, amigo/a, hijo/a, hijos, abuelo/a, mis padres... • ... están separados / ... están divorciados 	<ul style="list-style-type: none"> • Link to Maths (Number skills) • Link to PSHCE (Money) • Link to Horticulture.

		<ul style="list-style-type: none"> Números 31 a 100 ¿Cuántos años tiene/s? Tengo/tiene ... años ¿Tienes algún animal? un perro, un gato, un hámster, un ratón, un conejo, un pájaro, un pez, una serpiente, una tortuga ¡Feliz cumpleaños! ¿cuándo es tu cumpleaños? es el ... <p style="text-align: center;"><u>GRAMMAR / SKILLS</u></p> <ul style="list-style-type: none"> The relative pronoun que... Listening for key numbers; saying people's ages Use of me gustaría 	
<p style="text-align: center;">Feb-April (Term 2.2)</p>	<ul style="list-style-type: none"> - Names of colours - Likes/dislikes - Adjectives - Verb 'to be' - Descriptions of build, hair and eye colour 	<p style="text-align: center;"><u>KEY LANGUAGE:</u></p> <ul style="list-style-type: none"> Lila, naranja, rosa, azul, gris, marrón, verde, amarillo/a, blanco/a, negro/a, morado/a, rojo/a ¿Te gusta ...? me gusta, me gusta mucho, no está mal, no me gusta, no me gusta nada Soy, eres, es, somos, sois, son Hablador/a, gracioso/a, extrovertido/a, simpático/a, alegre, optimista, pesimista, tímido/a, serio/a, antipático/a, perezoso/a ¿Cómo es tu físico? ¿cómo tienes el pelo/ los ojos? ¿cómo eres? Alto/a, bajo/a, delgado/a, gordito/a, de talla media, pelirrojo/a Tengo, tienes, tiene El pelo negro, rubio, moreno, castaño Los ojos azules, verdes, marrones, grises <p style="text-align: center;"><u>GRAMMAR / SKILLS</u></p> <ul style="list-style-type: none"> Extending your ability to agree or disagree Verb ser and tener Adjective agreement (masculine/feminine/singular/plural) 	<ul style="list-style-type: none"> Link to Art (Colour Wheel) + (Body - drawing) Link to Science (Body systems) + (Light, colours)
<p style="text-align: center;">April-May (Term 3.1)</p>	<ul style="list-style-type: none"> - School subjects; what's on what day - Reasons for likes/dislikes - Verb 'gustar' - Time 	<p style="text-align: center;"><u>KEY LANGUAGE:</u></p> <ul style="list-style-type: none"> ¿Qué tiene hoy/el (lunes)? Tengo... ¿tienes ...? El deporte, el dibujo, el francés, el español, la lengua, el inglés, la biología, la música, la historia, la geografía, la física, la química, la tecnología, las ciencias, las matemáticas, la ética El gimnasio, el patio, la cantina, la biblioteca, la piscina, la sala de ordenadores, despachos, laboratorios, pasillos, aulas, servicios, cocinas Revision of likes and dislikes and descriptions e.g. aburrido/a, divertido/a, difícil, fácil, interesante porque ... , pero, aunque a las (diez) ... / es la una ..., son las (tres)... en punto, y cinco, y diez, y cuarto, y veinte, y veinticinco, y media menos veinticinco, menos veinte, menos cuarto, menos diez, menos cinco ¿Qué tienes el ... por la mañana/tarde? ¿Cuándo tienes...? 	<ul style="list-style-type: none"> Link to Maths (Number skills)

		<p style="text-align: center;"><u>GRAMMAR / SKILLS</u></p> <ul style="list-style-type: none"> • Asking and responding to questions • Expressing more sophisticated opinions and backing them up with reasons • Asking and telling the time • Recognising and using the present tenses of gustar and encantar 	
<p style="text-align: center;">May-July (Term 3.2)</p>	<ul style="list-style-type: none"> - Where you live - Points of the compass - What there is in your area - Weather and seasons 	<p style="text-align: center;"><u>KEY LANGUAGE:</u></p> <ul style="list-style-type: none"> • ¿Dónde vives/vive? vivo/vive en ... una ciudad, un pueblo, el centro, un barrio, las afueras, el campo, cerca de ... • ¿Dónde está? está en ... el norte, el sur, el este, el oeste, el noreste, noroeste, el sureste, el suroeste • Las Islas Británicas, Escocia, Gales, Irlanda del Norte, Irlanda del Sur, España • En la sierra, en la costa, en el centro de ... junto al río • ¿Qué hay en tu barrio? hay/no hay... donde comer ... donde comprar, un supermercado, un mercado, una tienda, una panadería, un cine, un instituto, un parque, un colegio, una discoteca, una iglesia, un bar, un hotel, un restaurante, una cafetería, una piscina, un polideportivo • ¿Qué tiempo hace en ... ? Hace buen tiempo, Hace mal tiempo • Hace (mucho) calor, hace frío, hace sol, hace viento, hay niebla, hay nieve, hay tormentas, llueve (mucho) <p style="text-align: center;"><u>GRAMMAR / SKILLS</u></p> <ul style="list-style-type: none"> • Giving more detailed information about a particular area 	<ul style="list-style-type: none"> • Link to History (An introduction to the Middle Ages)

Year 8	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
<p align="center">Sept-Oct (Term 1.1)</p>	<ul style="list-style-type: none"> - What is it like the area where you live? - Describe and give your opinion about it. 	<ul style="list-style-type: none"> • Describing where you live • Saying where you would like to live • Opinions • The good and the bad points of where you live • What there is to do in your town or area • What you like doing • Which sports do you like to play or do • Which sports you would like to play or do 	<ul style="list-style-type: none"> • Link to Science (Ecosystem Processes) • Links to PSHE (Identity) + (Communities)Link to English (rights and freedom) • Links to PE
<p align="center">Oct-Dec (Term 1.2)</p>	<ul style="list-style-type: none"> - What is it like your home? - Describe and give your opinion about it. 	<ul style="list-style-type: none"> • What kind of house or flat you live in • How near or far away it is • Where it is in relation to other places • Naming the rooms in your house and saying what facilities it has • Saying where rooms are in your home • What there is in your bedroom • Explaining where things are 	
<p align="center">Jan-Feb (Term 2.1)</p>	<ul style="list-style-type: none"> - Talking about what you do in your free-time. - What would you like to do? - Meeting people. 	<ul style="list-style-type: none"> • Saying how you are feeling • Saying what you want to do • The verb <i>querer</i> • Saying where you are going • Asking if someone is free and replaying • Saying you can't, and giving excuses • arranging where and when to meet • Saying what you are going to do • Saying where you're going and with whom 	<ul style="list-style-type: none"> • Link to PSHE (Emotional wellbeing) • Links to PE • Link to Art (Me, Myself, I)
<p align="center">Feb-April (Term 2.2)</p>	<ul style="list-style-type: none"> - Talking about your daily routine. and asking others. - Opinions about chores 	<ul style="list-style-type: none"> • Saying what you have to do at home and asking others • Saying what you have to do as part of your daily routine • Describing what you do • Asking questions about daily routine • Talking about what other people do 	

<p>April-May (Term 3.1)</p>	<p>- Ordering food and drinks at a restaurant</p> <p>- Asking about the bill and being able to count your change</p>	<ul style="list-style-type: none"> • Ordering a hot or cold drink • Asking others what they want to drink • How to order something to eat • Other ways of saying what you'd like • Asking what is there for vegetarians • Asking how much something is • Paying the bill • Numbers from 100 to 1000 • How to order a three-course meal 	<ul style="list-style-type: none"> • Links to Food Technology • Link to Science (Health and Lifestyle) • Links to Maths (Number) + (Percentages, decimals & fractions) • Links to Horticulture
<p>May-July (Term 3.2)</p>	<p>- Talking about shops and shopping.</p> <p>- Asking and giving directions</p>	<ul style="list-style-type: none"> • Different types of shops • Names for different types of items to shop • Asking for and giving directions • Buying groceries • Talking about quantities and containers • Buying a present • Saying whether it's a little, very or too expensive, large, etc 	<ul style="list-style-type: none"> • Link to Food Technology (food handling skills) • Link to Maths (Number)

Curriculum Information - Spanish

Year 9	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	<ul style="list-style-type: none"> - Going to the doctor - Talking about parts of the body - Talking about healthy lifestyles 	<ul style="list-style-type: none"> • Saying you don't feel well and where it hurts • Naming the parts of the body • Giving further reasons for feeling unwell • Saying what's wrong with others • What you have to do • What you or others ought to do to be/stay healthy 	<ul style="list-style-type: none"> • Link to Science (How the body works) • Links to PSHE (Risk and safety) + (Relationship, sex and drugs education) • Links to PE
Oct-Dec (Term 1.2)	<ul style="list-style-type: none"> - Talking about the past - Forming the preterite tense 	<ul style="list-style-type: none"> • Where you went, how, and with whom; when, and how long for • Describing things you did on holiday or at the weekend • Talking about further holiday activities • Using time phrases • Saying what someone else did, or didn't do 	<ul style="list-style-type: none"> • Links to History.
Jan-Feb (Term 2.1)	<ul style="list-style-type: none"> - Talking about nationalities - Introductions - Inviting other people 	<ul style="list-style-type: none"> • Saying what country you're from • Saying what nationality you are • Making formal and informal introductions • Inviting someone to eat and drink • Using exclamations • Apologising to, thanking and congratulating others 	<ul style="list-style-type: none"> • Link to Food Technology (Foods from around the world) • Links to PSHE (Identity) + (Communities)
Feb-April (Term 2.2)	<ul style="list-style-type: none"> - Giving your opinion about clothes - Describing and asking for clothes 	<ul style="list-style-type: none"> • Saying names of clothes, what you like wearing, colour of clothing. Asking for clothes, describing clothes items, prices, compare items and express preferences. • Asking about sizes, asking if you can try something on , giving opinions 	<ul style="list-style-type: none"> • Link to PSHE (Money) • Links to Maths
April-May (Term 3.1)	<ul style="list-style-type: none"> - Talking about what sports you or others do / like / dislike / prefer - Giving opinions about sports and other leisure activities 	<ul style="list-style-type: none"> • Saying what sports you do / like / dislike / prefer • Saying what sports others do and like • Saying what you or others do in your/their free time, saying how often you do things • Giving your opinion on different sports, saying why you like/dislike some sports • Saying how much time you spend doing leisure activities 	<ul style="list-style-type: none"> • Link to Science (New Technology Physics- your sports and reaction time) • Links to PE

**May-July
(Term 3.2)**

- Talking about different types of food and giving opinions.

- Comparing Spanish and British food

- Saying when and where you eat
- Saying when one usually has meals
- Saying what you eat and drink, talking about ingredients
- Talking about courses and types of food
- Comparing what people eat in Spain and the UK, meals on special occasions
- Making comparisons

- Links to Food Technology.
- Links to Horticulture.
- Links to History (The agricultural revolution)

Curriculum Information - Spanish

Year 10	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Identity and culture - Me my family and friends: - Relationships with family and friends. - Marriage and partnership.	<ul style="list-style-type: none"> Talking about family members and describing people. Talking about friends Talking about a partner. Talking about future plans. <ul style="list-style-type: none"> Main grammar points: Using <i>tener</i> and <i>ser</i> in the present tense/ Learning about agreement and position of adjectives/ Using possessive adjectives/ Using the immediate future tense. 	<ul style="list-style-type: none"> Link to PSHE (Relationships, identity and communities) Links to Art (portraits)
Oct-Dec (Term 1.2)	Identity and culture - Technology in everyday life: - Social media. - Mobile technology.	<ul style="list-style-type: none"> Saying how you keep in touch via the internet. Giving opinions about online messaging. Talking about using a mobile. Giving opinions about mobile technology. <ul style="list-style-type: none"> Main grammar points: Making comparisons with <i>más que</i> and <i>menos que</i>/ Using the perfect tense of regular verbs/ Using <i>por</i> and <i>para</i>/ Using <i>estar</i> and the present continuous. 	<ul style="list-style-type: none"> Link to History (Use of radio and propaganda by the Nazi Party)
Jan-Feb (Term 2.1)	Identity and culture - Free-time activities: - Music, cinema and TV - Food and eating out. - Sport.	<ul style="list-style-type: none"> Describing what you like and don't like doing. Talking about your free-time. Buying food and drink. Talking about eating out. Talking about sport. Extending what you can say about sport. <ul style="list-style-type: none"> Main grammar points: Using <i>gustar</i> and <i>encantar</i>/ Revising the regular present tense/ learning about radical changing verbs (e-ie)/ Forming regular adverbs/ Using <i>hacer</i> and <i>jugar</i> in the present/ Using the future tense. 	<ul style="list-style-type: none"> Links to Food Technology (International cuisine) Links to PE Links to Horticulture
Feb-April (Term 2.2)	Identity and culture - Customs and festivals: - Spain and customs. - Festivals in Spain and Hispanic countries.	<ul style="list-style-type: none"> Learning about Spanish life and routines. Learning about local customs. Talking about a Spanish festival. Learning about Latin American culture. <ul style="list-style-type: none"> Main grammar points: Learning the regular preterit tense/ Using <i>ser</i> and <i>ir</i> in the preterit/ Recognising the imperfect tense/ Recognising irregular verbs in the imperfect. 	<ul style="list-style-type: none"> Link to Food Technology (festival foods) Link to PSHE (Relationships, identity and communities)

<p>April-May (Term 3.1)</p>	<p>Local, national, international and global areas of interest - Home, town, neighbourhood and region: - Home. - Where I live.</p>	<ul style="list-style-type: none"> • Describing your house and the rooms in it. • Saying what your house is like. • Talking about what you can do where you live. • Talking about the amenities in your area. <ul style="list-style-type: none"> • Main grammar points: Using <i>hay</i>, <i>ser</i> and <i>estar</i>/ Using prepositions to say where things are/ Using <i>puedo</i> and <i>se puede</i>/ Using demonstrative adjectives and pronouns 	
<p>May-July (Term 3.2)</p>	<p>Local, national, international and global areas of interest - Social issues: - Charity and voluntary work. - Healthy and unhealthy living.</p>	<ul style="list-style-type: none"> • Talking about different ways of volunteering. • Talking about charities and voluntary work. • Talking about healthy eating. • Talking about healthy and unhealthy lifestyles. <ul style="list-style-type: none"> • Main grammar points: Learning about verbs that are followed by the infinitive/ Using <i>me gustaría</i>/ using expressions with <i>tener</i>/ Using negative words. 	<ul style="list-style-type: none"> • Link to Food Technology (Body needs and health) • Link to Science (Organism and the environment- Loss of and maintenance of biodiversity) • Link to PSHE (Sex, sexuality and sexual Health. Drugs and alcohol) • Link to English (Responding to issues links to PE) • Links to Horticulture.

Curriculum Information - Spanish

Year 11	Topic/Unit Objectives	Knowledge to be taught	Big picture cross curriculum links
Sept-Oct (Term 1.1)	Local, national, international and global areas of interest - Global issues: - Environment. - Poverty and homelessness	<ul style="list-style-type: none"> Talking about reusing things, reducing waste and recycling. Talking about ways of protecting the environment. Talking about poverty. Talking about homelessness. <ul style="list-style-type: none"> Main grammar points: Using <i>me preocupa(n)</i> and similar expressions/ using 'if' sentences/ Using the words <i>algo</i> and <i>alguien</i>/ Using reflexive constructions such as <i>se debe</i>, se puede + infinitive 	<ul style="list-style-type: none"> Link to Science (Water for drinking-waste water treatment) Link to PSHE (Finance, business and enterprise) Links to Horticulture Link to History (Elizabethan government's treatment of the poor).
Oct-Dec (Term 1.2)	Local, national, international and global areas of interest - Travel and tourism: - Holidays and travel. - Regions of Spain.	<ul style="list-style-type: none"> Talking about travelling to holiday destinations. Talking about holiday accommodation. Talking about the regions of Spain. Understanding tourist leaflets and websites. <ul style="list-style-type: none"> Main grammar points: Talking about the weather/ Using expressions of sequence/ Using the points of the compass/ Using <i>estar</i> + past participle. 	<ul style="list-style-type: none"> Links to Art (Spanish artists and museums) Links to Horticulture: weather and seasons. Link to History and Geography (regions of Spain)
Jan-Feb (Term 2.1)	Current and future study and employment My studies-Life at school and college. - School and subjects - Life at school and college.	<ul style="list-style-type: none"> Giving your opinion about different subjects. Talking about your studies. Talking about your school and daily routine. Talking about school rules and uniform. <ul style="list-style-type: none"> Main grammar points: Revising comparatives and superlatives/ Using the imperative/ Using quantifiers: <i>mucho</i>, <i>poco</i>, <i>bastante</i>, <i>demasiado</i>/ Revising <i>se debe</i>, <i>hay que</i>, <i>tener que</i>. 	<ul style="list-style-type: none"> Link to PSHE (planning for the future)
Feb-April (Term 2.2)	Current and future study and employment Education post-16-Jobs, career choices and ambitions: - University or work? - Choice of career.	<ul style="list-style-type: none"> Talking about options at 16. Discussing choices at 18: work or university? Talking about different jobs. Looking for and applying for jobs. <ul style="list-style-type: none"> Main grammar points: Revising <i>si</i> clauses/ Using <i>lo que</i> and <i>lo</i> + adjective/ Using <i>quisiera</i>/ Using a variety of tenses. 	<ul style="list-style-type: none"> Link to PSHE (planning for the future)
April-May (Term 3.1)	GCSE EXAM REVISION		