# KS3 Scheme of work

**Introduction**

This Key Stage 3 Spanish scheme of work provides a comprehensive journey through the language, catering to students in Years 7, 8, and 9. This scheme aims to engage students in a vibrant exploration of the Spanish language.

Our Key Stage 3 Spanish example scheme of work spans three years, embracing the enthusiasm and curiosity of students as they embark on their Spanish language journey. The curriculum is flexible, catering to both beginners and those with some prior exposure to the language. For beginners, foundational vocabulary and structures are seamlessly integrated into early units, ensuring a smooth transition into Spanish language acquisition. Meanwhile, students with prior Spanish experience can expand their knowledge and enrich their understanding.

This example scheme of work is not a rigid prescription but a flexible guide, allowing teachers to tailor the content to suit the unique needs of their classes. While ensuring coverage of essential language elements, teachers are encouraged to infuse their creativity and adapt the curriculum to the interests and preferences of their students.

Following this scheme of work provides comprehensive coverage of the vocabulary expected at Key Stage 3. In certain instances, additional words are suggested to enhance the richness of the learning experience, providing teachers with the flexibility to immerse students in a broader linguistic context. Grammar is seamlessly woven into topics, allowing for natural and cohesive language acquisition. Careful consideration has been given to the allocation of different grammar points to topics, ensuring a comprehensive understanding of language structure over the three-year span but these can be adjusted to suit different needs.

As with our example KS4 schemes of work, the retrieval column serves as a quick reference guide for teachers and students, summarising the grammar covered in each topic. Recognising grammar as a separate but interconnected aspect of language, this tool aids in reinforcing students' understanding of language as a dynamic system, where students are able to maximise the endless possibilities of recycling language across a range of contexts.

Just as languages vary, our schemes of work are independently created by language specialists. This ensures that each language's unique characteristics are celebrated, providing the most effective delivery route for Spanish language learning at Key Stage 3. The example schemes of work across the three languages are intentionally not identical in order to demonstrate the flexibility and adaptability of approach. The schemes of work for French, German and Spanish are all editable, to allow you to adapt elements of one or more schemes as you wish to create a scheme of work best suited to your own school/college context.

The example schemes of work for KS3 and KS4 across French, German and Spanish have been devised and developed in collaboration with a group of experienced classroom practitioners. We would like to thank our colleague Elena Diaz for developing the Spanish materials and for working with us so closely.

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## **Unit 1: Identity and relationships with others**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To greet people. To say what my name is. To say when my birthday is. To say what my nationality is. To describe my personality. To describe my physical appearance. To say who is in my family. To say what pets I have.To understand gender and number in Spanish. To be able to choose the correct word for ‘the’ and ‘a’.To use possessive adjectives. To understand adjective agreement and to be able to choose the right adjective when I describe myself. | Me llamo SoyTengo | Articles (singular and plural)Nouns (masculine, feminine, singular and plural)Possessive adjectivesAdjectival agreement | aeiou |

##

**Unit 1 retrieval opportunities**

No prior knowledge assumed.

**Unit 2: Education**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To say what subjects I study at school. To describe my timetable by saying when I study my subjects and how often I study them. To say what extracurricular activities I can do at school. To say what facilities there are at my school. To learn useful vocabulary to use in the classroom. To learn to conjugate regular -AR present tense verbs. | Telling the timeLuego (then, later)Normalmente (normally)Siempre (always)Nunca (never) | Present tense (-AR verbs)Modal verbs (poder) | gegij |

**Unit 2 retrieval opportunities**

* Articles (singular and plural)
* Nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement

**Unit 3: Free time activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To say what I like in the context of hobbies. To say why I like something.To use comparison to compare hobbies. To use negatives to say I don’t do a hobby.To understand how stem changing verbs work and to learn to conjugate *jugar* in the present tense. To understand what an irregular verb is and to learn to conjugate *hacer* in the present tense. To learn to conjugate regular -ER present tense verbs.  | Pienso que es... (I think it's...)En mi opinión, es... (in my opinion, it's...)Me gusta (I like)No me gusta (I don't like)Me encanta (I love)Odio (I hate)Más (…que) (adj + -er (...than), more (…than))menos (…que) (less (…than), fewer (…than)) | Present tense (-ER verbs)Opinions and reasonsComparativesNegatives Stem changing verbs | silent h |

**Unit 3 retrieval opportunities**

* Articles (singular and plural)
* Nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR verbs)
* Modal verbs (poder)

**Unit 4: Where people live**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To say what there is in the context of town. To say what it has in the context of facilities in town. To describe where we live using *es* and *está*. To describe your home.To give directions. To say what people can do where you live. To use the near future in the context of what you will do in town next weekend. To learn to conjugate regular -IR present tense verbs.  | Hay, tieneEs, estáPuedes + infinitiveSe puede + infinitiveIr a + infinitive (going to + infinitive)Más de (+ num) (more than (+ num)Menos de (+ num) (fewer than (+ num) | Present tense (-IR verbs)Impersonal verb *hay*Using *tiene*Using *es* and *está*Imperative Near future tense (ir a + infinitive)Comparatives | ca cocu cu + vowelce ci |

**Unit 4 retrieval opportunities**

* Articles (singular and plural)
* Nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR and -ER verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives
* Comparatives
* Stem changing verbs

**Unit 5: Healthy living and lifestyle**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To describe my lifestyle.To describe my daily routine.To describe healthy habits now and in the past. To describe a healthy diet.To say what hurts. | Hay queTengo queSe puedeMe duele(n) | Reflexive verbs (daily routine)Imperfect tenseImpersonal verbs Present tense (irregular verb *doler*) | ga go gu guegui |

**Unit 5 retrieval opportunities**

* Articles (singular and plural)
* Nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives
* Comparatives
* Stem changing verbs
* Impersonal verb *hay*
* Using *tiene*
* Using *es* and *está*
* Imperative
* Near future tense (ir a + infinitive)

**Unit 6: Celebrations**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To describe a past celebration. To learn to use the regular preterite tense. To understand and respond to questions that use interrogative pronouns. | ¿Qué? (what?)¿Quién? (who?)¿Cuándo? (when?)¿Dónde? (where?)¿Por qué? (why?) | Preterite tense (regular verbs)Interrogative pronouns | v |

**Unit 6 retrieval opportunities**

* Articles (singular and plural)
* Nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR verbs and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives
* Comparatives
* Stem changing verbs
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive verbs (daily routine)
* Imperfect tense
* Impersonal verbs

**Unit 7: Customs and festivals**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To describe customs and festivals from Spanish-speaking countries. To learn to use irregular preterite tense verbs *ir* and *ser*. | Pienso queFui/fuiste/fue a…Fue…  | Present tense (regular and irregular verbs)Reflexive verbs (regular verbs)Preterite tense (regular verbs and irregular verbs *ir* and *ser*)Direct object pronouns (lo, la, los, las) | -r- -r rr r- -r- |

**Unit 7 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR verbs and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives
* Comparatives
* Negatives
* Stem changing verbs
* Near future tense (ir a + infinitive)
* Reflexive verbs (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs
* Preterite tense (regular verbs)
* Interrogative pronouns

**Unit 8: Places of interest**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To describe places of interest that can be found in Spanish-speaking countries. To use comparatives to compare these places. To review the use of adjectival agreement. | EsEstáTieneHay | Adjectival agreementComparatives Different uses of *ser* and *estar* with adjectives | ch |

**Unit 8 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR regular and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives
* Comparatives
* Stem changing verbs
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive verbs (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs
* Preterite tense (regular and irregular verbs *ir* and *ser*)
* Direct object pronouns (lo, la, los, las)
* Interrogative pronouns

**Unit 9: Celebrity culture**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To describe the celebrities that I admire. To compare them to other celebrities. To express what other people think about them. | Es, tieneMás (…que) (adj + -er (...than), more (…than))Más de (+ num) (more than (+ num))Menos (…que) (less (…than), fewer (…than))Menos de (+ num) (fewer than (+ num))3rd person singular opinions | 3rd person singular present tenseComparativesOther people’s opinions  | z |

**Unit 9 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR regular and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives
* Comparatives
* Stem changing verbs
* Irregular verbs (*jugar* and *hacer*)
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive verbs (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs
* Preterite tense (regular and irregular verbs *ir* and *ser*)
* Direct object pronouns (lo, la, los, las)
* Interrogative pronouns
* Different uses of *ser* and *estar* with adjectives

**Unit 10: Travel and tourism**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To talk about holiday activities. To talk about transport to holiday destinations.To describe accommodation. To describe weather. To talk about visits to a restaurant. **NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively, learning can focus on ideal holidays eg ideal locations, activities and accommodation.** | Time expressionsEra | Present (regular and irregular verbs) Adverbs of timeAdverbs of frequencyPreterite (including irregular verbs)Hace + noun (weather)Imperfect tense | aeiouquequi |

**Unit 10 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR regular and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives and other people’s opinions
* Comparatives
* Stem changing verbs
* Irregular verbs (*jugar* and *hacer*)
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive pronouns (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs
* Preterite tense (regular and irregular verbs *ir* and *ser*)
* Direct object pronouns (lo, la, los, las)
* Interrogative pronouns
* Different uses of *ser* and *estar* with adjectives

**Unit 11: Work**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To say what job people do. To say what job you will do in the future.To talk about an ideal job.To give reasons why jobs are desirable or undesirable. | Me/te/le gustaríaQuieroSe puede | Present (regular and irregular verbs) Conditional tense (1st, 2nd, 3rd person singular regular verbs)Simple future tense (1st, 2nd, 3rd person singular regular verbs)Modal verbs (*querer* and *poder* in present tense) | ca co cu cu + vowel ce ci z |

**Unit 11 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR regular and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives and other people’s opinions
* Comparatives
* Stem changing verbs
* Irregular verbs (*jugar* and *hacer*)
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive pronouns (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs
* Preterite tense (regular and irregular verbs)
* Direct object pronouns (lo, la, los, las)
* Interrogative pronouns
* Different uses of *ser* and *estar* with adjectives
* Adverbs of time and frequency
* Hace + noun (weather)

**Unit 12: Media and technology**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To say what media and technology you use. To say what you use it for. To say why you like to use it. To say what you can do with different types of media. To compare different types of media/technology.  | MuyDemasiadoBastanteAlgoEl móvil/la tableta de…  | Para + infinitiveSin + infinitiveImpersonal verbs (se puede)ComparativesNegatives *De* to indicate possession | Word initial r- -r- following consonants n, l, s |

**Unit 12 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR regular and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives and other people’s opinions
* Comparatives
* Stem changing verbs
* Irregular verbs (*jugar* and *hacer*)
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive pronouns (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs (se puede)
* Preterite tense (regular and irregular)
* Direct object pronouns (lo, la, los, las)
* Interrogative pronouns
* Different uses of *ser* and *estar* with adjectives
* Adverbs of time and frequency
* Hace + noun (weather)
* Conditional and simple future tense (1st, 2nd, 3rd person singular regular verbs)
* Modal verbs (*querer* and *poder* in present tense)

**Unit 13: The environment**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| To talk about local environmental issues. To say what you do and will do to help protect the environment. To say what people should do to help protect the environment. To discuss and give opinions about global environmental issues (climate change, environmental damage, etc). | Hay queTengo queTenemos queHace faltaDeberíaMe gustaríaQuisiera | Conditional tense (1st, 2nd, 3rd person singular person singular, regular and irregular verbs)Simple future tense (1st, 2nd, 3rd person singular person singular, regular and irregular verbs)Modal verbsIndirect object pronouns (le, les)Impersonal verb (se necesita) | ga gogu ge gi gue gui j |

**Unit 13 retrieval opportunities**

* Articles (singular and plural) and nouns (masculine, feminine, singular and plural)
* Possessive adjectives
* Adjectival agreement
* Present tense (-AR, -ER and -IR regular and irregular verbs)
* Modal verbs (poder)
* Opinions and reasons, including negatives and other people’s opinions
* Comparatives
* Stem changing verbs
* Irregular verbs (*jugar* and *hacer*)
* Imperative
* Near future tense (ir a + infinitive)
* Reflexive pronouns (daily routine, regular verbs)
* Imperfect tense
* Impersonal verbs (se puede)
* Preterite tense (regular and irregular)
* Direct object pronouns (lo, la, los, las)
* Interrogative pronouns
* Different uses of *ser* and *estar* with adjectives
* Adverbs of time and frequency
* Hace + noun (weather)
* Conditional and simple future tense (1st, 2nd, 3rd person singular regular verbs)
* Modal verbs (*querer* and *poder* in the present tense)
* Para/sin + infinitive
* *De* to indicate possession