

2-year SoW Scheme of Work: Two-year GCSE course - Foundation

Year 1

| Term | Theme and unit | Grammar | Strategies |
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| Autumn term – first half | Key Stage 3 revision | Nouns Articles Regular verbs in the present tense Using <i>ser</i> , <i>estar</i> and <i>tener</i> Numbers, ages and times Days, months and dates | |
| | Theme 1 | | |
| | Unit 1.1 G ¿Cómo es tu familia? | Using <i>tener</i> and <i>ser</i> in the present tense Present tense of regular verbs | Learning vocabulary |
| | Unit 1.1 F Hablando de los amigos | Learning agreement and position of adjectives Reflexive verbs (present tense) | Adapting a model |
| | Unit 1.2 G Hablando de parejas | Using possessive adjectives Subject pronouns | Using <i>y</i> (and) and <i>que</i> (that, which, who) to form longer sentences |

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| | Unit 1.2 F Planes para el futuro | Using the immediate future tense Direct and indirect object pronouns | Giving opinions in different ways |
| Autumn term – second half | Unit 2.1. G Comunicarse por internet | Making comparisons using <i>más que</i> and <i>menos que</i> Question words | Picking out key words when reading |
| | Unit 2.1. F ¿Cómo prefieres mantenerte en contacto? | Using the perfect tense of regular verbs <i>Había</i> and <i>era</i> | Offering extra information when speaking |
| | Unit 2.2 G ¡El móvil para todo! | Using <i>por</i> and <i>para</i> Statements of possibility, eg. <i>permitir / es posible</i> + infinitive | Checking your pronunciation |
| | Unit 2.2 F La tecnología portátil | Using <i>estar</i> and the present continuous tense Formulating questions | Working out the meaning of unfamiliar words from context |
| | Units 1 and 2 – Test and revise | | |
| Spring term – first half | Unit 3.1 G ¿Qué te gusta hacer? | Using <i>gustar</i> and <i>encantar</i> <i>Gustar</i> + plural nouns | Expanding your statements |
| | Unit 3.1 F ¿Qué haces en tu tiempo libre? | Revising the regular present tense Some common irregular verbs in the present tense | Listening for positive and negative opinions |

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| | Unit 3.2 G Comer y beber | Learning about radical changing verbs (e- ie) Pronouns after <i>con</i> | Using time words to express order |
| | Unit 3.2 F Vamos a comer fuera | Forming regular adverbs Using pronouns after <i>para</i> | Using listening techniques |
| | Unit 3.3 G ¿Haces deporte? | Using <i>hacer</i> and <i>jugar</i> in the present Further uses of <i>gustar</i> | Extending sentences when speaking |
| | Unit 3.3 F ¿Qué deporte harás? | Using the future tense <i>Hacer, haber, salir</i> and <i>tener</i> in the future | Using future time phrases |
| Spring term – second half | Theme 1 Unit 4.1 G La vida en familia | Learning the regular preterite tense Reflexive verbs in the preterite tense | Using more than one tense in speaking and writing tasks |
| | Unit 4.1. F Algunas costumbres regionales | Using <i>ser</i> and <i>ir</i> in the preterite Expressing actions and opinions | Tips for reading questions |

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| | Unit 4.2 G Las fiestas de España - la Tomatina | Recognising the imperfect tense <i>Hay</i> and <i>había</i> | Using past expressions of time |
| | Unit 4.2 F Las fiestas del mundo hispano | Recognising irregular verbs in the imperfect Revising numbers | Skim reading for information |
| | Units 3 and 4 – Test and revise | | |
| Summer term – first half | Theme 2 | | |
| | Unit 5.1 G Mi casa | Using <i>hay</i> , <i>ser</i> and <i>estar</i> Expressions of quantity | Expressing opinions |
| | Unit 5.1 F ¿Cómo es tu casa? | Using prepositions to say where things are Further prepositions of place | Using quantifiers |
| | Unit 5.2 G ¿Qué se puede hacer donde vives? | Using <i>puedo</i> and <i>se puede</i> Use <i>estar</i> to say where things are | Giving reasons to explain an opinion |
| | Unit 5.2 F Mi ciudad | Using demonstrative adjectives and pronouns Revising <i>ir</i> and <i>hacer</i> in present and preterite tenses | Dealing with past, present and future questions |

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| Summer term – second half | Unit 6.1 G ¿Quieres ser voluntario/a? | Learning about verbs that are followed by the infinitive Revising the present tense | Transferring language |
| | Unit 6.1 F Me gustaría ayudar | Using <i>me gustaría</i> Recognising different tenses | Approaching language in reading texts |
| | Unit 6.2 G ¿Comes bien? | Using expressions with <i>tener</i> Expressions <i>mejor que</i> and <i>peor que</i> | Learning vocabulary |
| | Unit 6.2 F ¿Llevas una vida sana? | Using negative words Using <i>deber</i> , <i>tener que</i> and <i>hay que</i> | Listening for different tenses |
| | Units 5 and 6 – Test and revise | | |

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Year 2

| Term | Theme and unit | Grammar | Strategies |
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| Autumn term – first half | Unit 7.1 G Reutilizar, reducir, reciclar | Using <i>me preocupa(n)</i> and similar expressions Expressions followed by <i>mucho, (un) poco, etc.</i> | Making use of word families |
| | Unit 7.1 F Protegiendo el medio ambiente | Using 'if' sentences The pluperfect tense | Using prefixes |
| | Unit 7.2 G Los necesitados | Using the words <i>algo</i> and <i>alguien</i> Third person singular common verbs | Using exclamations |
| | Unit 7.2 F Los "sin techo" | Using reflexive constructions such as <i>se debe, se puede</i> + infinitive Negative expressions | Spotting positive and negative expressions |
| Autumn term – second half | Unit 8.1 G ¡Me voy de vacaciones! | Talking about the weather Weather expressions in the past | Preparing a conversation topic |
| | Unit 8.1 F ¿Dónde te alojas? | Using expressions of sequence Exclamations using the subjunctive | Showing off language you know |
| | Unit 8.2 G ¿En qué región vives? | Using the points of the compass Adverbs of place | Conveying meaning when translating |

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| | Unit 8.2 F Un folleto turístico | Using <i>estar</i> + past participle Giving opposite views | Learning verbs |
| | Units 7 and 8 – Test and revise | | |
| Spring term – first half | Theme 3 | | |
| | Unit 9.1 G El instituto y las asignaturas | Revising comparatives and superlatives Use of <i>tú</i> and <i>usted</i> | Using the same word with different meanings |
| | Unit 9.1 F ¿Cómo ser un buen estudiante? | Using the imperative Revising the perfect tense | Talking to yourself for practice |
| | Unit 10.1 G Un día en el instituto | Using quantifiers and intensifiers: <i>mucho, poco, bastante, demasiado</i> Prepositions | Using the question to help you answer |
| | Unit 10.1 F Las reglas y el uniforme | Revising <i>se debe, hay que, tener que</i> Verbs that take the infinitive | Translating into English |
| Spring term – second half | Unit 11.1 G ¿Qué voy a hacer? | Revising <i>si</i> clauses Uses of <i>cuánto</i> | Learning infinitives with <i>voy a</i> |
| | Unit 11.1 F ¿Trabajar o estudiar? | Using <i>lo</i> and <i>lo que</i> + adjective Using expressions with <i>tener</i> | Learning common suffixes |
| | Unit 12.1 G Los trabajos | Using <i>quisiera</i> Other verbs of planning and wanting | Recognising percentages and fractions |

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| | Unit 12.1 F Buscar trabajo | Using a variety of tenses Revising adjectives | Learning useful phrases |
| | Units 9-12 – Test and revise | | |
| Summer term – first half | Revision and preparation for the examination | | |