As language learning is such a process of constant recycling and building upon knowledge and skills, it would not be possible to list every single link between grammar learning and skills. Therefore, we have limited this map to listing instances where grammar or skills are specifically taught, pulled out in a feature box or listed as an objective rather than every time they are practised. However, please note:

- Translation is practised in every module of every level in preparation for GCSE, normally in the form of a supportive exercise with pullouts to guide pupils. As an example, see p11 of ¡Viva! 1.
- There is one literary text in Book 2, four in each of Rojo and Verde, plus further examples in the Workbooks.
- There are roleplays in 3 modules of Book 1 and all modules of Books 2, 3 Rojo and 3 Verde.
- There are photo tasks in all modules of all levels.
- From Module 1 of Book 3 Rojo, pupils are encouraged to use 3 tenses whenever the context allows. The same is true of two tenses for Book 3 Verde.

Links between Rojo and Verde are not shown as we assume two separate paths from Viva 2 to either 3 Rojo or 3 Verde.

Grammar is colour coded: Green = verbs, Yellow = adjectives, Red = related to nouns (articles, pronouns, etc)

Key:

- Shows where a grammar point or skills has been covered in a previous book or module
- Shows where a grammar point or skill will be covered again in a later book or module

Where just a module is given (e.g. M1, 2, 3) it refers to modules within that book, links to other books are indicated by V1, V2, or V3R/V (Rojo or Verde).

An L, R, S or W in brackets after a skill indicates that the skill is for use in Listening, Reading, Speaking or Writing exercises.
End of Year aims   Pupils able to talk about themselves and their lives and express opinions with reasons  
Pupils able to use some transactional language  
Pupils able to use two tenses (present and near future)  
Pupils get an introduction to Hispanic culture

<table>
<thead>
<tr>
<th>Topics</th>
<th>Grammar</th>
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</table>
| Module 1: Mi vida  
To get pupils introducing and talking about themselves. This module also covers any content that pupils might have done in KS2 (numbers, colours, alphabet, etc.) and introduces pupils to the key Spanish sounds which are revisited throughout the year in Pronunciation features.  
| ser – sing paradigm (M3, 4, V3R/V: M1)  
tener – sing paradigm (M4, V3R/V: M2)  
me gusta + infinitive (M3)  
Regular –ar verbs (M3, 5, V2: M2, V3R/V: M1, 4)  
hacer (V3R: M1)  
Stem-changing verbs (jugar) (V2: M2, 4, V3R/V: M3, 4)  
| Connectives (M2, 3, 5, V2: M3, V3V: M1)  
| Indefinite article (sing/pl) (M3, V3V: M1)  
| Definite article (sing/pl) (M3, V3V: M1)  |
| Definite article (sing/pl) (M3, V3V: M1)  
Indefinite article (sing) (M3, 5)  
| Adjectival agreement (sing) – U1, sing + pl – U5 (M3, 4, V2: M4, V3R/V: M2)  
| me gusta + infinitive (M3)  
Regular –ar verbs (M3, 5, V2: M2, V3R/V: M1, 4)  
hacer (V3R: M1)  
Stem-changing verbs (jugar) (V2: M2, 4, V3R/V: M3, 4)  
we‘ form of –ar verbs (M2, V3V: M4)  
me gustan + nouns (M2, V2: M2, V3R/V: M1)  
Regular –er and –ir verbs (M5, V2: M1, V3R/V: M1)  
ser – 3rd p.s. (M1, M4, V3R/V: M1)  
| Using porque (M2, V2: M2, 3)  
Predicting skills (L, using pictures/questions (L/R)) (M5, V3V: M1)  
Checking your SPAG (W) (M5, V3R/V: M2)  
Connectives, intensifiers, sequencers, expressions of frequency (M1, 2, M4, 5, V2: M1, 3, V3V: M1)  
Using intensifiers (M1, 2, 3, M5)  
Using a dictionary (V2: M4, V3R/V: M4)  
Giving a presentation (V2: M1)  
Using sequencers, connectives, intensifiers, time expressions (M1, 2, 3, 4, V2: M1, 3, V3V: M1)  
Prediction, positive/negatives, red herrings (L) (M1, 2, 3, V3V: M1)  
Checking written work (W) (M3, V3R/V: M2)  
Asking questions (S) (M1, M2)  
Clues, cognates, context, common sense (R) (M1, M3, V2: M1, 2, 3, V3R/V: M2, 4)  |
<table>
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<tr>
<th>Module 1: Mis vacaciones</th>
<th>Module 2: Todo sobre mí vida</th>
<th>Module 3: A comer!</th>
<th>Module 4: ¿Qué hacemos?</th>
<th>Module 5: Operación verano</th>
</tr>
</thead>
<tbody>
<tr>
<td>To allow pupils to talk about the Summer they have just had and to introduce them to the preterite tense and using the preterite and present tenses together.</td>
<td>To continue to develop what pupils can say about their lives and their likes/ dislikes, including comparatives. To allow them to revise the present tense and continue to practise the preterite.</td>
<td>To allow pupils to express likes/dislikes around food and learn transactional language relating to eating out (including ustedes). To introduce pupils to using 3 tenses together. Pupils are also shown some typical Spanish menus and learn about traditional foods of Central and South America.</td>
<td>To introduce me gusta in context of arranging to go out and reflexive verbs in context of getting ready to go out. Further practice with three tenses.</td>
<td>To develop use of comparative and introduce the superlative in context of holiday homes/activities. To introduce imperative for asking directions. Pupils also learn about the Spanish holiday destination of Mallorca.</td>
</tr>
<tr>
<td><strong>Preterite of ir</strong> (V3V: M2)</td>
<td><strong>Revision of present tense</strong> (V1: 2, 3, V3R/V: M1)</td>
<td>Negatives (no, nunca, nada) (V3V: M3)</td>
<td><strong>mete gusta</strong></td>
<td><strong>The imperative</strong> (V3R: M3)</td>
</tr>
<tr>
<td>Preterite of regular -ar, -er and -ir verbs (M2, V3R: M1, V3V: M2)</td>
<td>Revision of me gustan (V1: M3, V3R/V: M1)</td>
<td>Near future (V1: M5, V3R: M1, 2, V3V: M1)</td>
<td>Stem-changing verbs querer/poder (M2, V1: 2, 5, V3R/V: M3, 4)</td>
<td>Three tenses together (M3, 4, V3R: M2, V3V: M5)</td>
</tr>
<tr>
<td>Preterite of ser (V3R: M1)</td>
<td>Stem-changing verbs (preferir) (V1: M2, 5, M4, V3R/V: M3, 4)</td>
<td>Three tenses together (M4, 5, V3R: M2, V3V: M5)</td>
<td>Three tenses together (M3, M5, V3R: M2, V3V: M5)</td>
<td>Three tenses together (M3, 4, V3R: M2, V3V: M5)</td>
</tr>
<tr>
<td>(Extension) Two tenses together (V1: M5, M2, V3V: M2)</td>
<td>Preterite of hacer (V3R: M1, V3V: M5)</td>
<td>(Extension) Structures with two verbs (e.g., prefiero bailar) (M2, V3R/V: M3)</td>
<td>The comparative (M2, V3R: M5, V3V: M4)</td>
<td>The comparative (M2, V3R: M5, V3V: M4)</td>
</tr>
<tr>
<td><strong>Adjectival agreement</strong> (V1: M1, 3, 4, V3R/V: M2)</td>
<td>Yes/No questions (V1: M1)</td>
<td><strong>este/a, estos/as</strong></td>
<td><strong>Time expressions and sequencers</strong> (W) (M1, V1: M3, 5, V3R: M3)</td>
<td><strong>using fillers</strong> (S) (M3)</td>
</tr>
<tr>
<td><strong>Using exclamations</strong> (V1: M3, 5, M4)</td>
<td>Context, cognates, gust (R) (M1, V1: M2, 5, M3, 5)</td>
<td>Using cognates (R) (M1, 2, V1: M2, 5, V3R/V: M2, 4)</td>
<td>Using a dictionary (V1: M4, V3R/V: M4)</td>
<td>Listening for time expressions, verb tenses, points of view, gust (L) (M1, 2, V1: M5, V3R: M1, 4)</td>
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<tr>
<td><strong>Making sentences more interesting</strong> (W) (V1: M5, M2, M3, V3R/V: M3, 4)</td>
<td>Doing a presentation (S) (V1: M1)</td>
<td>Using the present and preterite (M1, 2, V3V: M2)</td>
<td>TRAPS (L/R) (M1, 2, 3, M5, V3R/V: M1, 3, 5)</td>
<td>TRAPS (L/R) (M1, 2, 3, 4, V3R/V: M1, 3, 5)</td>
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<tr>
<td>Question words (V1: M1, 2, 5)</td>
<td>TRAPS (L/R) (M2, 3, 4, 5, V3R/V: M1, 3, 5)</td>
<td>Using fillers (S) (M5)</td>
<td>Responding when you don't understand (S) (V3R/V: M5)</td>
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<tr>
<td>Cognates (V1: M2, 5, M2, 3, V3R/V: M2, 4)</td>
<td>TRAPS (L/R) (M1, M3, 4, 5, V3R/V: M1, 3, 5)</td>
<td>Listening and reacting (L/S)</td>
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<tr>
<td>Sentences in 3rd person (V1: M4 V3R/V: M4)</td>
<td>Sentences in 3rd person (V1: M2, 3, V3R/V: M4)</td>
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**End of Year aims**
- Pupils able to talk about themselves and their lives and express opinions with reasons
- Pupils able to use some transactional language and some more formal register
- Pupils able to use three tenses (present, near future and preterite)
- Pupils able to use more complex structures (e.g., conditional, comparative, superlative)
- Pupils develop their knowledge of Hispanic culture
<table>
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<tr>
<th>Topics</th>
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<tr>
<td>Module 1: <em>Somos así</em></td>
<td>Me gusta(n)/chifla(n) + noun (V1: M3, V2: M2) Present tense of <em>ir, hacer, ser</em> (V1: M1-5, V2: M2) Preterite tense of regular verbs (V1: 2, 3, V2: M2, M4) Near future tense (V1: M5, V2: M3, M2) Preterite tense of regular verbs (V2: M1) Preterite tense of <em>hacer</em> and <em>ser</em> (V2: M1, 2) Using three tenses together (V2: M2, M3, 4, 5)</td>
<td>Making your writing interesting (V2: M1, M3, 4) Recognising tenses (V2: M1, 5, M4) Listening for clues, indirect information, time clues (L) (V1: M1, 5, V2: M5, M2, M4) Preparing a photo task Writing a developed response</td>
</tr>
<tr>
<td>Module 2: <em>¡Oriéntate!</em></td>
<td>tener que + infinitive (V2: M4) Near future tense (M1, V1: M5, V2: M3) Three tenses together (M1, V2: M3, 4, 5)</td>
<td>Creating your writing interesting (V2: M1, M3, 4) Recognising tenses (V1: M1, V2: M1, 2) Checking for accuracy (W) (V1: M3, 5) Starting with what you know (W) Using translation tools and dictionaries (W) (V1: M4, V2: M4, M5) Skimming/scanning a text (R) (M5) Clues, cognates, context and common sense (R) (V1: M2, 5, V2: M1, 2, 3, M4) Drawing conclusions when listening (L) (M1) Preparing a role play task (S) (V1: M2)</td>
</tr>
<tr>
<td>Module 3: <em>En forma</em></td>
<td>Stem changing verbs (<em>jugar, preferir</em>) (V1: M2, 5, V2: M2, 4, M4) Reflexive verbs (V2: M4) Se debe/no se debe Me duele(n) The imperative (V2: M5)</td>
<td>Creating more complex sentences (M1, V2: M1, M4) Avoiding lists and repetition Coping with unprepared questions TRAPS (M1, M2: M1-5, M5) Understanding a literary text (M4)</td>
</tr>
<tr>
<td>Module 4: <em>Jóvenes en acción</em></td>
<td>Stem-changing verbs (<em>poder</em>) (M3, V1: M2, 5, V2: M2, 4) Present tense verbs in the 3rd person (s/p) (V1: M4) Se debería Imperfect tense</td>
<td>Creating complex sentences (M3, V2: M1) Recognising tenses (M1, V2: M1) Using a dictionary (M2, V1: M4) Clues, cognates, context and common sense (R) (M2, V1: M2, 5, V2: M1, 2, 3) Working with challenging texts (R) (M3)</td>
</tr>
<tr>
<td>Module 5: <em>Una aventura en Madrid</em></td>
<td>Adjectival agreement (V1, M1, 3, 4, V2: M4)</td>
<td>Using correct word order Survival strategies (S) (V2: M3) Non-verbal communication (S) Selecting essential vocabulary (R) (V2: M2) Understanding texts – step by step (R) (M2, 4) TRAPS (M1, 3, V2: M1-5)</td>
</tr>
</tbody>
</table>

**End of Year aims**
- Pupils able to talk about themselves and their lives but also about wider ranging issues (human rights, the environment, etc.)
- Pupils able to use the language they would need for arriving in Spain and meeting Spanish people
- Pupils able to use three tenses (present, near future and preterite), plus the imperfect and simple future
- Pupils develop their knowledge of Hispanic culture

**Topics**
- Module 1: *Somos así*
  - Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise all three main tenses
- Module 2: *¡Oriéntate!*
  - Pupils able to talk about their hopes for the future, to coincide with options evenings time of year. Emphasis put on the importance of languages for future careers.
- Module 3: *En forma*
  - To allow pupils to discuss the importance of a healthy lifestyle. Introduction to talking about wider issues and an opportunity to introduce some new verbs.
- Module 4: *Jóvenes en acción*
  - An opportunity ahead of GCSE to talk about wider, global issues and to develop language for expressing their beliefs.
  - Also an introduction to the imperfect. Plus opportunity to read two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale.
- Module 5: *Una aventura en Madrid*
  - To develop language they would need for arriving in Spain and to learn more about Spain's capital city. Also an introduction to the simple future.
### Module 1: Somos así
- Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise present and near future tenses.

### Module 2: ¡Oriéntate!
- Pupils able to talk about their hopes for the future, to coincide with options evenings time of year. Emphasis put on the importance of languages for future careers.

### Module 3: En forma
- To allow pupils to discuss the importance of a healthy lifestyle. Introduction to talking about wider issues and an opportunity to introduce some new verbs.

### Module 4: Jóvenes en acción
- An opportunity ahead of GCSE to talk about wider, global issues and revise present and near future verbs. Also opportunity to read two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale.

### Module 5: Una aventura en Madrid
- To develop language they would need for arriving in Spain and to learn more about Spain’s capital city.

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**Grammar**:  
- **Definite article (sing/pl)** (V1: M1, 3)  
- **Direct object pronoun** (V2: M3)  
- **Me gusta(n)/chifla(n) + noun** (V1: M3, V2: M2)  
- **Present tense of ser** (V1: M1, 3, 4)  
- **Present tense of regular verbs** (V1: 2, 3, V2: M2, M4)  
- **Present tense of ir** (V1: M5)  
- **Near future tense** (V1: M5, V2: M3)  
- **tener que** + infinitive (V2: M4)  
- **Preterite of regular verbs** (V2: M1)  
- **Preterite tense of ir** (V2: M1, M5)  
- **Estar** (V1: M4, V2: M5)  
- **Me duele(n)**  
- **Expressions with tener**  
- **The comparative** (V2: M5)  
- **The superlative** (V2: M5)  
- **Using three tenses** (V2: M3, 4, 5)  
- **Using connectives (W)** (V1: M1, 2, 3, 5, V2: M3)  
- **Adding information (W)** (V2: M1, M3, 4)  
- **Using translation tools and dictionaries** (W) (V1: M1, M4, V2: M4, M6)  
- **Creating more interesting sentences** (V1: M2, V2: M2, M3)  
- **Creating interesting sentences** (V1: M1, V2: M1, M4)  
- **Coping with unprepared questions** (V1: M1, V2: M1-5, M5)  
- **Understanding a literary text** (M4)  
- **Using what you know** (V1: M1, V2: M1, M4)  
- **Non-verbal communication (S)**  
- **Selecting essential vocabulary (R)** (V2: M3)  
- **Working with challenging texts (R)** (M3)  
- **Survival strategies (S)** (V2: M3)  
- **TRAPS** (V1: M1, 3, V2: M1-5)  
- **Taking notes (L)** (V1: M1, 3, 4)  
- **Listening for clues, indirect information, prediction (L)** (V1: M1, 5, M2, M4)  
- **TRAPS** (V2: M1-5, M3, 5)  
- **Preparation for a photo task**  
- **Giving your opinion** (V2: M2, M3)  
- **Structuring a story** (V1: M2, M3)  
- **Checking your spelling (W)** (V1: M3, 5)  
- **Checking the gender of nouns (W)** (V1: M1, 3, 4)  
- **Clues, cognates, context and common sense (R)** (V1: M1, 2, 3, M4)  
- **Drawing conclusions when Listening (L)** (M1)  
- **TRAPS** (V1: M1, V2: M1-5)  
- **Using connectives (W)** (V1: M1, 2, 3, 5, V2: M3)  
- **Adding information (W)** (V2: M1, M3, 4)  
- **Using translation tools and dictionaries** (W) (V1: M1, M4, V2: M4, M6)  
- **Creating more interesting sentences** (V1: M2, V2: M2, M3)  
- **Creating interesting sentences** (V1: M1, V2: M1, M4)  
- **Coping with unprepared questions** (V1: M1, V2: M1-5, M5)  
- **Understanding a literary text** (M4)  
- **Using what you know** (V1: M1, V2: M1, M4)  
- **Non-verbal communication (S)**  
- **Selecting essential vocabulary (R)** (V2: M3)  
- **Working with challenging texts (R)** (M3)  
- **Survival strategies (S)** (V2: M3)  
- **TRAPS** (V1: M1, 3, V2: M1-5)