

Spanish Curriculum Overview

Spanish | KS4

Curriculum Overview

Gracias

Hola

Adiós

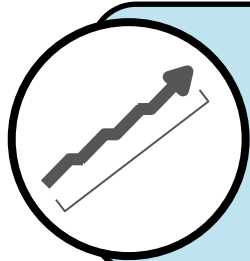


United Curriculum
Secondary
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Using the United MFL Curriculum



To get the most value from the United MFL Curriculum, we recommend adhering to the sequencing and teaching the 'what', but adapting the 'how' and the lesson delivery to meet the needs of your pupils

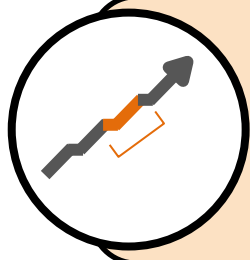


Within the Subject

The United MFL Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.

Vocabulary, grammatical knowledge, SSC and exams skills have been chosen to meet the requirements of the new specifications, but some can be changed by teachers.

Implement the longer-term subject plan; avoid swapping units or 'pick and mixing' with other schemes.

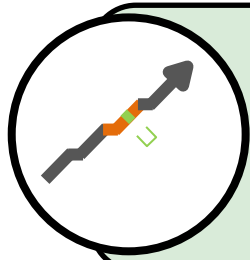


Within the Unit

Each unit clearly sets out the vocabulary, grammar, SSC and exam skills that should be taught and reviewed in the sequence of lessons.

Each unit is planned to cover at least 12-15 lessons of 50 minutes each; this allows time before and after the unit for you to complete the end of unit tests, fill gaps or address misconceptions as required.

Teach the core content in order suggested in the lesson sequence, filling gaps and addressing misconceptions as required.



Within the Lesson

Lesson slides and worksheets follow the principles of the Great Teaching Toolkit and exercises are designed to resemble GCSE exam style questions; content is broken down into small steps to allow for modelling, guided practice and independent practice.

Lesson slides provide **just one way** to teach the required knowledge. You should adapt these slides as much or as little as is required to meet the needs of your class.

Adapt the lesson slides as much as is required to meet the needs of your class.



Mis Pasatiempos

Spanish | Year 10 | Term 1

For Teachers

Gracias

Hola

Adiós



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Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>¿Qué haces en tu tiempo libre? Describing what you do in your free time</p> <p>¿Qué deporte practicas? Expressing what sports you do Interleaving: equality</p> <p>¿Qué estás haciendo? Describing what you are doing now</p>	<p>Free time activities Sports <i>Jugar</i> <i>Practicar</i> <i>Hacer</i> <i>Estar</i> <i>Ir</i></p> <p>Opinion verbs Adverbs of frequency</p>	<p>Present indicative: 1st, 2nd and 3rd persons singular and plural of regular –ar, –er, –ir verbs Irregular verbs: <i>hacer</i> and <i>jugar</i> Present continuous: present tense of <i>estar</i> + present participle, as equivalent to English “be + -ing” e.g. <i>estoy jugando</i>. Time phrases Adverbs of frequency Articles: agreement of definite articles with nouns for gender and number (<i>el, la, los, las</i>). E.g. <i>el tenis, la pelota</i> Preposition –a + article (and contraction of definite article <i>a</i>). E.g. <i>juego al tenis, voy a la piscina</i></p>	<p>Vowels /a, e, i, o, u/ as single units in a syllable Silent /h/: <i>hacer</i></p>	<p>Narrating in the present tense Expressing and understanding opinions Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Speaking and writing skills: describing a picture stimulus Listening and reading skills: multiple choice answers Writing skills: translations from English to Spanish</p>
Week Two	<p>No tengo ganas de salir Expressing what free time activities you do not do Interleaving: places in town</p> <p>¿Quieres salir esta tarde? Arranging to go out Interleaving: places in town</p> <p>¿Qué vas a hacer con tu tableta nueva? Expressing what you are going to use your new tablet for</p>	<p>Time expression Hobbies Places in town Interrogative words technology Numbers to express percentage % Negation words: <i>no, nunca, nada, nadie, ninguno</i>. HT: <i>ya no, tampoco, ni, ni...ni</i> (for emphasis)</p>	<p>Negation: word order of verbal negation, with: <i>no, nada, nunca, nadie, ninguno</i>. HT negation: <i>ya no, tampoco, ni, ni... ni</i> (for emphasis) Interrogative words (<i>dónde, cómo, qué, cuál, cuánto, quién</i> and their inflected forms for gender and number) Fixed phrase: <i>me/te/le gustaría + infinitive</i> (exposure) Modal verbs: <i>querer, poder, tener que + infinitive</i> (1st, 2nd person singular) Periphrastic future: <i>ir a + infinitive</i>, 1st, 2nd and 3rd persons singular and plural, e.g. <i>voy a descargar música</i></p>	<p>Vowel focus /o/: <i>no, tampoco, ninguno</i> Intonation as the variation of pitch in the speech: rising and falling intonations in questions and answers</p>	<p>Recall and use language in different situations Convey key messages and apply grammar knowledge in translations to Spanish Being able to ask questions accurately in Spanish</p>	<p>Speaking and listening skills: develop and understand questions and discussions; role play transactions Writing skills: translations from English to Spanish and Spanish to English Reading and listening skills: short responses to recognise the difference between present and future events</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Un fin de semana desastroso Talking about something that went wrong Interleaving: places in town and travel</p> <p>¡En vivo y en directo! Talking about your music preferences and discussing going to concerts</p> <p>Zona cultura: músicas del mundo</p> <p>La caja tonta está pasada de moda Talking about TV shows, series and movies Discuss the preference for watching TV, laptop or mobile</p>	<p>Use of time sequence connectives TV shows Types of movies Types of music</p>	<p>Preterite tense of regular verbs (ar, er, ir) in 1st, 2nd, 3rd personal forms; and irregular verb <i>ir and ser</i> Direct object pronouns (<i>lo, la, los, las</i>): <i>la veo, lo ponen</i> Present tense of irregular verbs: <i>ser, poner and tener</i></p>	<p>/ui, ue/: <i>fui, fue</i> /u/ at different word positions: <i>música, auriculares, menú</i> /v/ <i>televisión</i> and /b/ <i>aburrido</i></p>	<p>Apply the SSC principles in listening Narrate with reference to past events Write short texts in response to simple and familiar stimuli</p>	<p>Listening skill – identifying positive and negative experiences</p> <p>Independent writing practice to be pair marked: FT Q2 (40-50 words), HT Q1(2 bullet points of 80-90 words)</p>
Week Four	<p>Las redes sociales: ¿buenas o malas? Discussing the pros and cons of social media Interleaving: mental wellbeing</p> <p>Mi vida la decido yo Discussing what young people in different countries like doing</p> <p>Mi modelo a seguir Talking about your role model Interleaving: equality (women in sports)</p> <p>Zona cultura: la selección española de fútbol, campeonas del mundo</p>	<p>Lo bueno, lo mejor, lo malo, lo peor Social Media Free time activities Technology Opinion verbs</p>	<p>Using verbs with prepositions Giving extended reasons HT: Adjectives with the neuter article <i>lo</i> used as nouns, e.g. <i>lo bueno, lo mejor, lo peor</i> Opinion verbs and Interesar –type verbs: object -verb-subject word order, HT: emphatic use of pronouns after “a”, e.g.: <i>a mí</i> HT: verb <i>soledad</i> + infinitive in present tense Irregular preterite tense: <i>ir, hacer, ser, tener, poder, traer, estar</i> HT: Relative clauses using pronouns <i>cuando, donde, que</i> HT: Relative pronouns <i>lo que</i> (invariable), <i>quien(es), el que, el cual</i> (and their inflected forms) in subject relative clauses</p>	<p>/que, qui/: <i>que, quien</i></p>	<p>Express ideas and opinions appropriately for different purposes and situations Identify and respond to key points, details Include complex forms to describe and narrate</p>	<p>Writing skills: how to justify your opinions convincingly (justifying and giving examples)</p> <p>Writing skills: feedback on writing task from week 3</p> <p>Reading and listening skills: multiple response questions and short open responses</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Speaking exam: what is it like? Introduction to the speaking exam</p> <p>Reading and listening skills focus lesson Revision lesson to consolidate vocabulary and grammar</p> <p>End of unit assessment: writing</p>	<p>Vocabulary of the 4 subtopics used in other subject themes (e.g. physical well-being, life at school, a weekend in my neighbourhood)</p>	<p>Revisit: Opinions, likes and dislikes</p> <p>Present tense</p> <p>Preterite tense, including the irregular verbs seen (<i>ir, ser, tener, poder, hacer, estar, traer, hacer</i>)</p> <p>Fixed phrases: <i>me/te/le gustaría</i> + infinitive</p> <p>Periphrastic (Immediate or near) future <i>ir a</i> + infinitive, as equivalent of "will" + verb and "be going to" + verb</p> <p>Direct Object: <i>lo, la, los, las</i> HT: relative clauses using pronouns and relative pronouns</p>	<p>Consolidation of previous SSCs</p>	<p>Demonstrate an understanding of SSC Identify and respond to key points, details and opinions Recognise the relationship between past, present and future events Use a variety of vocabulary and grammatical structures Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Understanding each section of the speaking exam:</p> <ul style="list-style-type: none"> • Reading aloud • Transactional role play • Photo description • General conversation <p>Reading and listening skills: multiple choice and gap fill exercises to consolidate vocabulary and grammar of the unit</p> <p>End of unit assessment: writing FT writing paper: Q.1 photo description, Q.2 40-50 words, Q.4 translation HT writing paper: Q.1 80-90 words, Q.4. translation</p>
Week Six	<p>End of unit assessments: reading and listening Selection of reading and listening GCSE type exercises</p> <p>Translation skills lesson FT/HT Expand vocabulary and grammar learnt in other thematic contexts</p> <p>Feedback lesson (writing, reading and listening)</p>	<p>Free time activities Technology Music Social Media Time expressions Going out</p>	<p>Grammar in term 1 assessed</p>	<p>Assessment on the SSCs of the unit</p>	<p>Apply the SSC principles in a dictation</p>	<p>End of unit assessments: reading and listening Reading skills: translating from Spanish to English Writing skills: translating from English to Spanish Completing section 1 of the general conversation booklet Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p>



Mi gente

Spanish | Year 10 | Term 2

For Teachers

Gracias

Hola

Adiós



United Curriculum
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Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Así soy yo Describing yourself Zona cultura: multicultural Spain</p> <p>La familia moderna Describing contemporary families</p> <p>Mis amigos, la familia que uno elige. Discussing how important friends are for you Interleaving with equality</p>	<p>Friendships Relationships Adjectives to describe personality Personal description Physical description Family Possessive adjectives and pronouns</p>	<p>Verbs <i>ser</i> and <i>tener</i>: full paradigm in the present tense</p> <p>Rule of adjectives: agreement in gender and number, and position</p> <p>Possessive adjectives and pronouns (FT: <i>mi, tu, su</i>, etc HT: <i>el mío, el tuyo</i>)</p> <p>Reciprocal verbs (or reflexive verbs): <i>relacionarse, llevarse bien, mal, comunicarse, entenderse</i> (1st, 2nd and 3rd persons singular only (<i>me, te, se</i>))</p> <p>HT: plural forms of reciprocal verbs (<i>nos, os, se</i>)</p> <p>Suffix- <i>ito, -ita</i> when the English meaning is “little” or implies endearment. E.g. <i>hermanito</i></p> <p>Present tense verbs: irregular forms in 1st person -go: <i>venir, tener, decir, poner, oír, valer</i>.</p> <p>HT: present tense with “<i>desde hace</i>”, as equivalent of “<i>have been + ing for X time</i>”. E.g. <i>conozco a Luis desde hace cinco años</i></p> <p>Regular comparative adjectival structures, e.g. <i>más que... , menos... que</i>). HT regular superlative adjectival structures (<i>la más... de..</i>)</p>	<p>/t/ - special attention to initial t - : <i>tengo</i></p> <p>/z/: <i>cabeza</i></p> <p>Reference to the /s/ version from Latin American and south Spain</p> <p>Consolidate sound /z/: <i>cabeza</i> vs sound /s/: <i>acusar</i></p>	<p>Identify and respond to key points, details and opinions</p> <p>Apply the SSC principles orally</p> <p>Understand and respond to a written stimulus</p>	<p>Writing skills: FT picture description</p> <p>Speaking skills: describe a picture stimulus</p> <p>Reading and listening skills: multiple choice type of questions</p> <p>Speaking skills: read aloud a short text and undertake a short unprepared interaction related to the text</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>S.O.S Amigos Talking about problems with relationships</p> <p>La brecha generacional Discussing the generation gap</p> <p>Mis ancestros Talking about your family lineage or relatives Zona cultura : Spanish emigration during the Spanish civil war</p>	<p>Reciprocal verbs Free time activities Time phrases or adverbs Family and relationships</p>	<p>Preterite tense of irregular verbs: <i>querer, venir, decir</i></p> <p>Conditional tense (FT 1st, 2nd, 3rd person singular; HT: all forms)</p> <p>Imperfect tense of <i>ser, tener, haber, ir, ver</i> (FT: singular forms only; HT: singular and plural forms)</p> <p>Imperfect tense of other verbs (FT: singular forms only; HT: singular and plural forms)</p> <p>Revisit: Reciprocal verbs in the preterite tense</p>	<p>/ll/ : llave /ch/ : escuchar Sound pair /br/ : hombre</p>	<p>Use a variety of vocabulary and grammatical structures</p> <p>Include complex forms to describe and narrate in the past</p> <p>Practise predicting content, reading and listening for gist</p>	<p>Writing skills: work on how to make your descriptions more interesting and grammatically accurate</p> <p>Independent writing practice to be pair marked: FT Q3 (2 bullet points of 80-90 questions). HT Q2 (1 bullet point of 130-150 questions)</p> <p>Reading and listening skills: how to infer the meaning of less common or infrequent seen and nouns</p>
Week Three	<p>El día de los muertos Describing what you do on the day of the death in Mexico Zona cultura: El día de los muertos. Interleaving my personal world</p> <p>Mi último cumpleaños Describing what you did in your birthday. Zona cultura: celebrating your 15th birthday in Latin America "la quinceañera"</p> <p>Buscando en el baúl de los recuerdos Memory lane through pictures</p>	<p>Celebration Family and relationships Key vocabulary to describe a picture in detail</p>	<p>Present continuous: all forms and stems, including spelling changes: e.g. <i>leer- leyendo; pedir- pidiendo</i>, and for verbs in the <i>pedir</i> cluster e.g. <i>pidiendo</i></p> <p>Imperfect continuous singular persons only: <i>estar</i> + present participle, as equivalent of English "be + ing", e.g. <i>estaba comiendo</i></p> <p>HT: preterite tense- verbs with change of spelling to preserve pronunciation (<i>significar, utilizar, jugar, leer, creer, etc</i>)</p> <p>Revisit: Possessive pronouns</p>	<p>Diphthongs /ue/ vs /eu/: <i>cuento, Europa</i> /ñ/: <i>cumpleaños</i></p>	<p>Identifying relevant information in texts, avoid distractors</p> <p>Using fillers at the beginning of your utterance when speaking (<i>bueno, pues, para mí..</i>)</p>	<p>Reading skills: short phrase responses; fill in gaps</p> <p>Writing skills: translations from Spanish to English</p> <p>Speaking skills: recall and use language to describe a picture stimulus</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>Mi horóscopo: leyendo las cartas de tarot Talking about personal future plans</p> <p>Corazones conectados a la red Interleaving technology, equality, family and relationships</p> <p>Mejoramos nuestra escritura Feedback on writing task from week 2</p>	<p>Family and relationships</p> <p>Future plans and opportunities</p> <p>Reflexive pronouns</p> <p>Technology</p>	<p>Revisit:</p> <p>Periphrastic future (<i>ir a + infinitive</i>) and other ways of expressing future (e.g. <i>tengo la intención de, quiero, me gustaría</i>)</p> <p>Preterite and imperfect tenses used to narrate in the past</p>	<p>/ge, gi/: <i>gente, página</i></p>	<p>Convey key messages and apply grammar knowledge in translations to Spanish</p> <p>Recognise and understand synonyms</p> <p>Include complex forms to describe and narrate</p>	<p>Writing skills: translation from English to Spanish. Special attention to the translation of possessive apostrophe (‘s) into the preposition “de”</p> <p>Reading skills: identifying similar content and themes</p> <p>Listening skills: dictation</p> <p>Improving previous writing task</p> <p>Independent writing practice: FT Q3 (80-90 words) and HT Q2 (130-150 words)</p>
Week Five	<p>Nuestro popurrí de gramática Lesson to consolidate the vocabulary and grammar of Autumn 1 and 2</p> <p>Mid Year writing assessment</p> <p>Mid Year reading and listening assessment</p>	<p>Family and relationships</p> <p>Celebrations</p> <p>Technology</p> <p>Free time activities</p> <p>Physical wellbeing</p> <p>Social Media</p> <p>TV and music</p>	<p>Revisit:</p> <p>Possessive pronouns</p> <p>Adjective agreements</p> <p>Reflexive pronouns</p> <p>Present continuous</p> <p>Preterite tense</p> <p>Imperfect tense</p>	<p>Apply the SSC principles</p>	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Use a variety of vocabulary and grammatical structures</p> <p>Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Use a variety of vocabulary and grammatical structures accurately</p> <p>Mid Year assessments: reading, listening and writing</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week six	<p>Mid Year speaking assessment</p> <p>Mid Year assessment feedback (listening, reading and writing)</p> <p>Una nochevieja para elegir Learning about ways to celebrate New Year</p> <p>Zona cultura: New Years Eve in Spain, Argentina and Colombia</p>	<p>Vocabulary of unit 1 and 2</p> <p>Celebration My personal world</p>	<p>A range of grammar from Unit 1 and 2</p>	<p>Pair sound /ea/ and /au/: <i>pelear, aunque</i></p>	<p>Practise predicting content and reading for gist</p> <p>Identify and respond to key points, details and opinions</p>	<p>Mid Year speaking assessment (student pair practice and student assessed)</p> <ul style="list-style-type: none"> • Read aloud • Photo description • General conversation questions from Autumn 1 and 2 <p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p> <p>Speaking skill: expressing preferences</p>



Me cuido

Spanish | Year 10 | Term 3

For Teachers

Gracias

Hola

Adiós



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Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>La lista de la compra Learning about food items and buying in a market Zona cultura: Spanish food markets</p> <p>La revolución de la cocina Learning about types of meals in the modern world Zona cultura: cocina mejicana y peruana</p> <p>¿Somos lo que comemos? Talking about healthy and unhealthy eating habits</p>	<p>Food Meal times Adverbs (-mente) Expression with <i>tener</i> + noun <i>Ya no</i> <i>Soler</i> <i>Cuanto/a/os/as</i> <i>Desde hace</i></p>	<p>Radical changing verbs (e-ie) in present tense verbs. e.g. <i>querer, pensar</i></p> <p>Relative pronouns: <i>cuanto/a/os/as</i></p> <p>Revision of numbers and types of measurements</p> <p>Using imperfect tense with present tense</p> <p>HT: Passive voice using <i>se</i> + 3rd person singular or plural, e.g. <i>se mezcla el azúcar</i></p> <p>Forming regular adverbs (-ly) ending in <i>-mente</i></p> <p>Expressions with verb <i>tener</i>+ noun Using <i>ya no</i></p> <p>Revisit: Imperfect tense to describe past eating habits (HT singular and plural persons, including verb <i>soler</i> in the imperfect: <i>solía</i>) Using negative words (including HT words) HT : present tense + <i>desde hace</i></p>	<p>/r-; -r/ (e.g. <i>pera ; comer</i>) /rr-; r-; -r-/ (after n, l or s): <i>puerro, restaurante, sonreír</i> /ga, go, gu/: <i>vegano, tengo,</i></p>	<p>Recall and use language in different situations</p> <p>Produce sequences of speech</p> <p>Identify and respond to key points, details and opinions</p> <p>Include complex forms to describe and narrate</p>	<p>Speaking exam skill: role play shopping for food</p> <p>Reading skills: how to be familiar with the words in the vocab list. Tips to learn vocabulary</p> <p>Writing skills: expanding your sentences by using “as a result, so, for this reason”</p>
Week Two	<p>El cuerpo humano Describing the parts of the body Saying what hurts</p> <p>¿Qué debo hacer, doctor? Revisit parts of the body and types of illnesses</p> <p>Rutina de campeones Learning what kind of routine young sporty people have</p>	<p>Parts of the body Illness Radical changing verbs At the doctors Daily routine verbs Adverbs of frequency</p>	<p>Radical changing verbs (o-ue) in verbs such as <i>doler, mover, contar</i> in the present tense</p> <p>Use of modal verbs: <i>deber, poder, tener que</i> + infinitive</p> <p>Verb <i>estar</i> + illness (e.g. <i>estoy enfermo, estoy malo</i>)</p> <p>Reflexive verbs in present and imperfect tenses (1st, 2nd and 3rd person singular only)</p>	<p>Silent /h/: <i>humano</i> /v/: <i>levantarse</i></p>	<p>Transfer meaning accurately into Spanish in translations</p> <p>Use structures with reference to past, present and future events</p> <p>Use a variety of vocabulary and grammatical structures</p>	<p>Writing skills: translations from English to Spanish</p> <p>Reading skills: short answer open responses</p> <p>Reading: multiple choice questions</p> <p>Speaking skills: role play at the doctor’s surgery / hospital</p> <p>Writing skills: Independent writing practice. FT Q3, HT Q1 (80-90 words)</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Dedícate a vivir Talking about addictions among young people Interleaving school Zona cultura: current healthy living campaigns in Spanish schools</p> <p>La cara oscura de la juventud Talking about the problems for young people</p> <p>Los jóvenes son el cambio How young people can make a positive impact in others</p>	<p>Addictions Healthy living Agreement and disagreement expressions</p>	<p>Imperative tense, 2nd person singular to give advice to other people (affirmative only) of regular -ar, -er, -ir verbs and irregulars: <i>ser, ir, tener, venir, hacer, dar, poner</i> and <i>salir</i></p> <p>HT: Imperative affirmative 2nd person singular and plural HT: Use of present subjunctive after verbs of wishing; to express purpose after <i>para que</i>; and after the conjunction <i>que</i>. <i>E.g deja de fumar para que...</i>, <i>es importante que..</i></p> <p>Infinitive verbs used as nouns HT impersonal verbs: <i>Parece, basta, falta, hace falta, vale la pena</i></p> <p>Revisit: Present, imperfect and future tenses</p>	<p>/ge, gi/: <i>gente, gimnasio</i> /gue, gui/: <i>hamburguesa, alguien</i> /ge/ vs /gue/; /gi/ vs /gui/</p>	<p>Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish in the read aloud passage Give opinions and justify your thoughts Use more complex forms appropriate to their ability</p>	<p>Speaking skills: tips to read aloud a short passage Listening skills: multiple choice questions Speaking/writing skills: expressing agreement and disagreement in your speech Reading skills: short comprehension questions Writing: improving writing task from week 2 Writing skills: Independent writing practice, full response 80-90 words questions (FT Q3 / HT Q1)</p>
Week Four	<p>En busca de mi mejor versión Learning about mental health and wellbeing among young people</p> <p>Hasta en vacaciones nos cuidamos Creating healthy habits during holidays Interleaving: wellbeing, travel and food</p> <p>End of unit exam: writing</p>	<p>Mental health and wellbeing Friendship Travel and tourism Physical wellbeing Food and drinks</p>	<p>Inflectional future 1st, 2nd and 3rd persons singular only of: regular -ar, -er and -ir verbs (e.g. <i>trabajaré, comerás, vivirá</i>) and irregular <i>tener, hacer, poder, poner</i>. HT 1st, 2nd, and 3rd forms singular and plural If clauses: <i>Si+present+ future</i> <i>Si + present, + present tense / modal verbs <i>deber, poder, hay que, tener que</i> + infinitive</i></p>	<p>Pair /dr/ and /tr/: <i>podré, tendré</i></p>	<p>Identify and respond to key points, details and opinions Recognise the relationship between past, present and future events Use a variety of vocabulary and grammatical structures</p>	<p>Listening skills: dictation Reading skills: gap fill exercises Writing exam skills : writing a clear and relevant response to a bullet point. End of unit writing assessment: FT writing paper: photo description, Q3 80-90 words and translation HT writing paper: Q2 80-90 words and translation</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>End of unit exams: reading and listening</p> <p>Speaking exam skills booster: read aloud task and role play</p> <p>Feedback lesson (writing, reading and listening)</p>	<p>Vocabulary from unit 3 "<i>Me cuido</i>" and unit 1 and 2</p> <p>Interleaving with previous vocabulary and thematic contexts</p>	<p>Grammar from unit 1, 2 and 3</p>	<p>Apply the SSC principles learnt</p>	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Use a variety of vocabulary and grammatical structures</p> <p>Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Speaking skills:</p> <p>Read aloud task and follow up questions: learning how to make notes on the read aloud stimulus to assist pronunciation</p> <p>End of unit exams: selection of reading and listening GCSE type exercises</p> <p>Role Play: planning accurate responses for the role play</p> <p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p> <p>Writing skills: improving writing responses in the general conversation booklet</p>



Construyendo mi futuro

Spanish | Year 10 | Term 4

For Teachers

Gracias

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Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Bienvenidos a “Pies Descalzos” Describing what a school is like, subjects and facilities</p> <p>Zona cultura: learning about <i>Pies Descalzos</i> school founded by Shakira in Cartagena de Indias, Colombia</p> <p>Con voz y voto: el consejo escolar Talking about school council and its impact on school decisions: uniform and school rules</p> <p>Los problemas del cole Talking about the school problems students have had recently</p> <p>Interleaving mental wellbeing and relationships</p>	<p>School facilities Subjects Clothes School rules School problems Mental wellbeing Friendship</p>	<p>Irregular present tense “I” form verbs: <i>hago / vengo / pongo / tengo / salgo / conozco</i></p> <p>Impersonal verbs: <i>hay, hay que, se puede, se necesita</i> to express the impersonal “you”/“one”</p> <p>Modal verbs in the imperfect and present tenses. FT: 1st, 2nd, 3rd person singular. HT singular and plural. E.g. <i>debíamos, teníanamos que, podían</i></p> <p>Perfect tense: <i>haber</i> + past participle, as equivalent of English present perfect (e.g. <i>he comido: I have eaten</i>). Including irregular past participles (e.g. <i>roto, visto, hecho</i>)</p> <p>Revisit Adjective agreement HT: adjectives with the neuter article <i>lo</i> used as nouns (e.g. <i>lo bueno, lo malo</i>)</p>	<p>Homophones in Latin America /s/ vs /z/: <i>descalzo vs paso</i></p> <p>HT SSC: stress pattern in palabras <i>agudas</i> (words with stress on a final syllable ending in a vowel, n, or s) e.g. <i>debía, podían</i></p> <p>Revisit Silent /h-/ and /-h/: <i>he, ahora</i></p>	<p>Recognise the relationship between past, present and future events</p> <p>Demonstrate an understanding of SSC</p> <p>Express ideas and opinions appropriately for different purposes and situations</p>	<p>Writing skills FT: Describing a picture Speaking exam skills FT/HT: describing a picture</p> <p>Writing skills: Independent writing practice. FT Q3: 2 bullet points. HT Q2: expressing pros and cons about school rules</p> <p>Reading skills: Translation from Spanish to English and from English to Spanish</p> <p>Listening skills- Dictation: transcribe spoken Spanish into written Spanish</p>
Week Two	<p>Reunión con el director Giving solutions to the school problems</p> <p>El viaje de fin de curso Describing a school visit to Pies Descalzos school</p> <p>Zona cultura: learning about Colombian schools</p>	<p>School facilities Travel and tourism Mental wellbeing</p>	<p>Using adjectives before nouns: <i>algún, ningún, primer, tercer, buen, mal</i></p> <p>Revisit Conditional tense, singular forms (HT singular and plural) Using different tenses in a text (preterite, imperfect and future tenses)</p>	<p>Revisit Stress pattern in palabras <i>agudas</i> in the conditional tense</p>	<p>Produce sequences of speech</p> <p>Narrate with reference to past, present and future events</p>	<p>Speaking skills: how to answer follow up questions effectively</p> <p>Writing skills: understanding which bullet points refers to present, past and future for writing exam FT Q2 and 3 and HT Q1</p> <p>Feedback on writing task from week 1. Improved responses made in general conversation booklet</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two (continued)	<p>El colegio del futuro Describing what future schools will be like</p>	<p>Future opportunities Technology</p>	<p>Verbs followed by prepositions, e.g. <i>dejar de</i> (+infinitive), <i>empezar a</i> (+infinitive)</p> <p>Revisit Inflectional future tense: 1st, 2nd and 3rd persons (HT plural persons), including irregular verbs: <i>tener, hacer, poder, poner, haber</i></p>	<p>HT SSC : stress pattern in <i>palabras agudas</i> (words with stress on the final syllable ending in a vowel, n, or s e.g. <i>deberá, tendrá</i>)</p>	<p>Apply the SSC principles in a dictation</p>	<p>Reading skills: recognise similar ideas expressed differently Listening skills: applying the stress pattern rules for <i>palabras agudas</i> in dictations</p>
Week Three	<p>Un abanico de posibilidades: mis planes para el futuro Discussing options for post -16 studies</p> <p>Se necesita camarero: trabajo a tiempo parcial Describing jobs and places at work. Explaining how you can earn some money</p> <p>Los empleos del siglo XXI Discussing new jobs opportunities and the world of entrepreneurs Interleaving technology, social media and equality Zona cultura: learning about the Spanish influencer Plex in Spain and Latin America, and Joseph Vidal a non-binary Venezuelan entrepreneur</p>	<p>Future opportunities Jobs Travel</p> <p>Negative words: <i>no, nunca, nada, nadie, ninguno</i></p>	<p>HT Periphrastic time expressions: <i>Acabar de</i> + infinitive, to mean "have just done + verb" <i>Seguir</i> + present participle for ongoing actions in present <i>Llevar</i> +time period + present participle for ongoing actions</p> <p>Revisit Periphrastic future <i>ir a</i> + infinitive, inflectional future (HT plural personal forms) and different ways to express the future HT: Present subjunctive (1st, 2nd and 3rd persons singular only) of <i>hacer, ser, ir, venir, tener</i>. Uses: 1) after the conjunction of time <i>cuando</i>; 2) After verbs of wishing, commands and emotions Reflexive verbs to express routines Impersonal verbs in future tense: <i>habrá, se necesitará</i>. HT: <i>parece, basta, falta, hace falta, vale la pena</i>.</p>	<p>Homophones sounds /b/ and /v/ in between vowels: e.g. <i>también vs creativo</i> /r-/ after n, l or s in a word or more: e.g. <i>sonreír, alrededor, el resultado</i></p>	<p>Acquire oral reading fluency Practise predicting content, reading and listening for gist Express ideas and opinions appropriately for different purposes and situations Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Writing skills: structuring and planning your answer to the pros and cons bullet point of the writing exam Speaking skills: reading aloud to applying the rule of SSC Writing skills: Independent writing practice: HT Q2 (2nd bullet point: pros and cons) Listening skills: identify and respond to key points, details and opinions in short answer open response questions Reading skills: how to use clues, cognates, context and common sense in complex texts Writing skill: translations skills</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>Nuestro popurrí de gramática Consolidate the vocabulary and grammar of unit 4</p> <p>Mejoramos nuestra escritura Feedback lesson on previous writing tasks</p> <p>End of unit assessment: writing</p>	<p>School Future opportunities Jobs</p>	<p>Revisit Perfect tense (including irregular past participles)</p> <p>Periphrastic future <i>ir a + infinitive</i>, inflectional future and different ways to express the future</p> <p>Consolidate the difference between present, past and future events through verbs and time expressions</p>	<p>Homophones: /s/ vs /z/ in Latin America /v/ vs /b/</p> <p>Revisit SSC: stress patterns in <i>palabras agudas</i> Homophones: /s/ vs /z/ in Latin America /v/ vs /b/</p>	<p>Recognise the relationship between past, present and future events</p> <p>Transfer meaning accurately into English in translations</p> <p>Use a variety of vocabulary and grammatical structures</p>	<p>Reading skills: fill in gaps exercises</p> <p>Translations from Spanish to English</p> <p>Listening skills: multiple response questions</p> <p>Writing skills: understanding AO3 Linguistic knowledge and accuracy in FT Q3: 80-90 words and HT Q2: 130-150 words</p> <p>End of unit assessment: writing</p> <p>FT writing paper: photo description, Q3 80-90 words and translation HT writing paper: Q2 130-150 words and translation</p>
Week Five	<p>End of unit assessment: reading and listening</p> <p>End of unit assessment: speaking</p> <p>Feedback lesson (writing, reading and listening)</p>	<p>Vocabulary from unit 4 "<i>Construyendo mi futuro</i>"</p> <p>Interleaving with previous vocabulary and thematic contexts</p>	<p>Grammar from unit 1, 2, 3 and 4</p>	<p>Apply the SSC principles</p>	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>End of unit exams: selection of reading and listening GCSE type exercises</p> <p>End of unit exam: speaking (pair assessed): read aloud task, stimulus card, follow up conversation of this thematic context</p> <p>Writing skills: improving writing responses in the general conversation booklet</p>



Listos para viajar

Spanish | Year 10 | Term 5

For Teachers

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Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>¿Dónde prefieres ir de vacaciones? Learning about different types of holidays</p> <p>Zona cultura: learning about tourist destinations: La Habana (Cuba), Valencia (Spain), Ushuaia (Argentina)</p> <p>¿Dónde te alojaste? Describing types of holiday accommodations</p> <p>Zona cultura: Hotel de sal in Uyuni, Bolivia</p> <p>Un viaje a las Fallas de Valencia Giving an account of a trip to Fallas in the past</p> <p>Zona cultura: Learning about Las Fallas in Valencia (Spain)</p>	<p>Countries Weather Travel Places in town Celebrations</p>	<p>Impersonal verbs: <i>hace</i> + noun for weather expressions, e.g. <i>hace sol</i> Other impersonal verbs related to weather, e.g. <i>llueve, nieva</i> Fixed phrases to express wishes and intentions: <i>me gustaría, desearía, quisiera, tengo la intención de</i> HT: Passive voice <i>ser</i> + past participle + <i>por</i>. E.g. <i>la fiesta es conocida por sus estatuas coloridas</i> HT: Passive voice: <i>se</i> + 3rd person singular or plural. E.g. <i>Se queman estatuas</i> Revisit Preterite tense of regular and irregular verbs HT: preterite tense with spelling changes in their stems, e.g. <i>jugué, utilicé, practiqué</i></p>	<p>CaRoLiNa rule I for doubled-up consonants in Spanish</p> <p>CaRoLiNa rule II doubled-up consonants vs single consonants Revisit silent /h/: <i>Ushuaia, La Habana</i></p>	<p>Recall and use language in different situations Produce sequences of speech Use a variety of vocabulary and grammatical structures Include complex forms to describe and narrate Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Speaking skill: role play at the tourist information office Speaking skill: role play for booking a hotel room at the hotel and a place at the camp site Listening skill: dictation Writing skills: using sequence adverbs to narrate a story Writing skills: translation from English to Spanish</p>
Week Two	<p>Unas vacaciones desastrosas Describing problems in your holidays</p> <p>¿Qué hiciste en tus vacaciones? Describing your last holidays</p> <p>End of unit assessment: reading and listening</p>		<p>Using the preterite and imperfect tenses in subordinate clauses with conjunctions <i>cuando</i> and <i>mientras</i> Using direct object pronouns (<i>lo, la, los, las</i>) in one and two-verb constructions, e.g. <i>lo olvidé, no voy a olvidarlo</i> Revisit Three times frames Opinion verbs in preterite tense</p>	<p>Learn to avoid frequent anglophone sound-spelling mistake, sound /ph/</p>	<p>Using a variety of vocabulary and grammatical structures effectively when narrating events Understand and respond to a picture stimulus</p>	<p>FT Writing skills: : using PAL when describing a picture Speaking skills: Describe a picture stimulus and answer two compulsory questions related to the picture Writing skills: Independent writing practice: FT Q.3 and HT Q1 80-90 words End of unit assessment: selection of reading and listening GCSE type exercises</p>



Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Revision lesson: Un día típico What a typical day for a student in Costa Rica and a student in England are like</p> <p>Interleaving physical wellbeing, school, transport, and social media</p> <p>Revision lesson: En mi insti no todo es estudiar Describing school events</p> <p>Interleaving school, physical wellbeing, friendship</p> <p>Revision lesson: Tus compras con un solo click Learning about the pros and cons of shopping online</p> <p>Interleaving shopping, technology and food</p>	<p>School</p> <p>Daily routine</p> <p>Sports</p> <p>Transport</p> <p>Social media</p> <p>Technology</p> <p>Adverbs</p> <p>Friends</p> <p>Shopping</p> <p>Food</p>	<p>Revisit</p> <p>Regular and irregular present tense</p> <p>Using preterite and imperfect tenses to narrate events</p> <p>How to say the time</p> <p>Daily routine verbs</p> <p>Indefinite adjectives “any, other, each, all”</p> <p>Direct object pronouns</p> <p>Noun and adjective agreement rule</p> <p>Impersonal verbs <i>se puede, se debe, hay que, se necesita</i></p>	<p>Revisit</p> <p>all SSC learnt until now in combination with consonants and / or vowels, e.g /cue/ /tr/ /mb/ etc</p>	<p>Identify and respond to key points, details and opinions</p> <p>Convey key messages and apply grammar knowledge in translations to Spanish</p> <p>Express ideas and opinions appropriately for different purposes and situations</p> <p>Write short texts in response to simple and familiar stimuli</p>	<p>Revision lessons in preparation for Year 10 summer mock exams</p> <p>Lessons can be floating according to your school’s exam timetable</p> <p>Reading and listening skills:</p> <p>a) How to produce answers that are sufficiently detailed</p> <p>b) How to make use of pronouns to clarify the meaning</p> <p>Writing skill: apply grammatical knowledge of language in context to translate from English to Spanish</p> <p>FT Writing skills</p> <p>Describing a picture using PAL</p> <p>HT Writing skills: how to use linking words effectively to express pros and cons</p>



Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>During mock week, these lessons are available to teach if your mock timetable permits</p> <p>El mundo de las preposiciones (optional) / Mocks Learning about prepositions</p> <p>Interleaving all thematic contexts</p> <p>Las redes sociales: por diversión, para conectar (optional) / Mocks Discussing the use of technology in the past and now</p> <p>Revision lesson: El apartamento de Airbnb: como en casa (optional) / Mocks Revise the topic of accommodation and tourist attractions</p>	<p>TV, film and music</p> <p>Family</p> <p>Future opportunities</p> <p>Sports</p> <p><i>Soler / solía</i></p> <p>Adverbs of frequency: <i>a diario, a menudo, a veces, de vez en cuando, poca veces, siempre, nunca, tres veces por día</i></p> <p>Technology</p> <p>Shopping</p> <p>Travel</p> <p>Accommodation</p> <p>Opinion verbs</p>	<p>Prepositions: <i>en, hasta, a, desde, sobre, por, de</i></p> <p>Personal <i>a</i>: e.g. <i>conocí a Juan en la fiesta</i></p> <p>Difference between <i>por</i> and <i>para</i></p> <p>Use of pronouns after prepositions (<i>mí, ti, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i>) and irregular forms (<i>conmigo, contigo</i>)</p> <p>Revisit: <i>Soler + infinitive</i>: present and imperfect tenses</p> <p>Adverbs of frequency</p> <p>Inflectional future</p> <p>Conditional tense</p> <p>HT: Subjunctive mood in subordinate clauses with verbs of wishing (e.g. <i>quiero un apartamento que tenga piscina</i>)</p>	<p>Revisit: <i>/ce/ /ci/ /za/ /zo/ /zu/</i></p> <p>Applying sound symbol correspondences in listening and speaking tasks</p>	<p>Produce sequences of speech in dialogues</p> <p>Identify and respond to key points, details and opinions</p> <p>Use a variety of vocabulary and grammatical structures</p> <p>Express ideas and opinions appropriately for different purposes and situations</p>	<p>Reading and listening skills: spotting true and false statements and fill in gaps exercises</p> <p>Speaking skills: transactional role play in a specific setting- shopping at the phone store and holiday conversation with an online travel agent</p> <p>Writing skills: expressing your preferences and someone else's using <i>interesar</i>-type verbs (e.g. <i>le interesa, nos gusta</i>)</p>



Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Detrás de la cámara Learning about the life and work of famous Spanish speaking people Zona cultura: Spanish speaking celebrities, e.g Rosalia, Rafael Nadal, etc Interleaving social media, film, opportunities, family and relationships</p> <p>Revision lesson: Los premios Goya Learning about types of films and TV programs</p> <p>Interleaving with family and relationships, mental wellbeing and equality</p> <p>Zona cultura: Spanish film award, examples of Spanish speaking films</p> <p>Revision lesson: Encuentra la diferencia: ¿soy guapo o estoy guapo? Consolidate the use and differences of common verbs in Spanish: <i>estar, ser, tener, haber</i></p>	<p>TV and films Equality Relationships Adjectives: <i>primer, segundo, tercer, gran</i> Verbs: <i>estar, ser, tener, haber</i></p>	<p>Revisit Opinion verbs in present and past time frames</p> <p>Difference between <i>ser, estar, haber</i> and <i>tener</i></p> <p>Adjectives before the noun : <i>primer, segundo, tercer, gran</i></p> <p>Comparative and superlative structures</p> <p>Indirect object pronouns, e.g. <i>me dio una oportunidad</i></p> <p>Revisit Perfect tense e.g. <i>he trabajado</i> Possessive pronouns Question words Inflectional future and periphrastic future</p>	<p>Revisit all SSCs learnt until now with special attention to homophones and HT SSC <i>palabras agudas</i> (words with stress on the final syllable ending in a vowel, <i>n</i>, or <i>s</i>)</p>	<p>Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish</p> <p>Apply grammar knowledge in translations to Spanish</p> <p>Express ideas and opinions appropriately</p>	<p>Use structures with reference to past, present and future events</p> <p>Listening skills: undertake a short dictation</p> <p>Writing skills: Independent writing practice (pair assessed): FT Q2 (40-50 words), HT Q1 (80-90 words)</p> <p>Writing skills: translation exercises to address misconceptions</p>



Hablamos

Spanish | Year 10 | Term 6

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Summer 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Floating Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exams</p> <p>Floating Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam</p> <p>Floating speaking lesson 1 Read aloud tasks and questions</p>	As per mock exam	Identify common grammar misconceptions from the mock exams, reteach them and reinforce the correct understanding through classroom practice	Addressing common misconceptions of SSCs	Apply the SSC principles orally Acquire oral reading fluency	<p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p> <p>Floating Speaking lessons in preparation for Year 10 Summer speaking mock exams.</p> <p>Lessons are floating depending on when the oral exam will take place. All floating lessons need to be taught in order</p> <p>Practise reading aloud tasks and questions</p>
Week Two	<p>Floating speaking lesson 2 Role plays in specific settings</p> <p>Floating speaking lesson 3 Picture description</p> <p>Floating speaking lesson 4 Mock exam (read aloud, role play, picture, general conversation)</p>	<p>Vocabulary learnt so far</p> <p>Question words</p> <p>Opinion verbs</p>	Variety of grammatical structures, including some more complex forms, to describe, narrate and explain with reference to past, present and future events	Apply all SSCs learnt so far	<p>Recall and use language in different situations and be able to move between Spanish and English</p> <p>Convey and elicit information by asking and answering questions</p> <p>Use language to describe a visual stimulus, including specific required details</p>	<p>Speaking skills:</p> <p>Role plays in specific settings: restaurant and café, shopping for a new mobile/tablet, shopping for clothes</p> <p>Describing a picture stimulus and answering follow-up questions</p> <p>Full speaking mock exam: pair-assessed</p>



Summer 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Floating speaking lesson 5 In class mock exam assessed by peers</p> <p>Floating speaking lesson 6 In class mock exam assessed by peers</p> <p>Dos billetes para Sevilla, por favor Purchasing train and event tickets when abroad</p>	<p>Vocabulary learnt so far</p> <p>Question words</p> <p>Opinion verbs</p> <p>Numbers</p> <p>Days of the week and months</p> <p>Places to visit</p>	<p>Variety of grammatical structures, including some more complex forms, to describe, narrate and explain with reference to past, present and future events</p> <p>Revisit: Question words Telling the time Modal verbs</p>	<p>Apply all SSCs learnt so far /ll / Sevilla</p>	<p>Recall and use language in different situations and be able to move between Spanish and English</p> <p>Convey and elicit information by asking and answering questions</p>	<p>Full speaking mock exam: pair-assessed</p> <p>Speaking skills: role play practice at the train station and at the ticket office (theatre, cinema, concert hall)</p>
Week Four	<p>Nos vamos de compras Shopping for clothes and accessories</p> <p>Mi media Naranja Describing what your best half would be like. Interleaving: family, relationships and equality</p> <p>Scouts: ¡Siempre listos! Describing club / group events Interleaving: friendship, mental and physical wellbeing, school</p>	<p>Shopping</p> <p>Clothes</p> <p>Accessories</p> <p>Future opportunities</p> <p>Family</p> <p>Personal and physical descriptions</p> <p>Equality</p> <p>School</p> <p>Free time activities</p> <p>Sports</p> <p>Friendship</p>	<p>Demonstrative adjectives : este, esta, ese, esa and their plural forms</p> <p>HT Demonstrative adjectives <i>aquel, aquella, aquellos</i> and <i>aquellas</i></p> <p>Forming plural nouns</p> <p>HT preterite tense with spelling changes, e.g. <i>utilicé, jugué, leyó, creyeron, durmió</i></p> <p>Revisit: Direct object pronouns in one- and two-verb constructions, e.g. <i>la tiene, la puedo tener vs puedo tenerla</i></p> <p>Regular conditional tense and irregular verbs: <i>tener, hacer, poder, poner</i></p> <p>HT irregular conditional tense: <i>saber, querer, venir, decir, salir</i></p>	<p>/y/ as consonant:yo, leyó vs /y/ as vowel: estoy, y</p> <p>Revisit: /ll/ and /que/ /qui/: <i>aquella, aquel</i></p> <p>HT SSC: stress pattern in palabras <i>agudas</i> in the conditional tense</p>	<p>Apply the SSC principles in a dictation</p> <p>Produce sequences of speech</p> <p>Use structures with reference to past, present and future events</p>	<p>Listening skills: fill in gaps dictation</p> <p>Speaking skills: role play transaction at the train station and at the ticket office (theatre, cinema, concert hall)</p> <p>Writing and speaking: describe a picture stimulus</p>



Summer 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week five	<p>¿Cómo ser el hijo perfecto? Describing how you help at home</p> <p>Mis planes de futuro Describing what your personal and professional plans are</p> <p>Interleaving family, relationships, schools and opportunities</p> <p>Profe, te doy las gracias Describing what qualities a teacher should have</p> <p>Interleaving future opportunities, relationships and mental wellbeing</p>	<p>Family Chores Future opportunities Travel School Adjectives Mental wellbeing</p>	<p>HT verbs <i>seguir + verb, dejar de + verb, acabar de + verb, llevar + time + verb</i></p> <p>Revisit: Present and Imperfect tenses</p> <p>HT Present subjunctive of <i>hacer, ser, ir, venir, tener</i> (singular persons only) after verbs for wishing, commands and emotions and the conjunction of time <i>cuando</i>, e.g. <i>cuando vaya a la universidad, mi madre quiere que sea responsable</i></p> <p>Periphrastic future and inflectional future (HT singular and plural persons)</p> <p>Modal verbs in the present tense (singular and plural persons): <i>deber, tener que, poder, saber, querer + infinitive</i></p> <p>Indirect object pronouns in one- and two- verb constructions, e.g. <i>me ayudas siempre, quiero darte las gracias</i></p> <p>HT Regular superlative adjectival structures and irregular forms, e.g. <i>el mejor, los mejores, la más comprensiva de /en</i></p>	<p>HT SSC: stress pattern in palabras <i>llanas</i> (words with stress on the second last syllable) e.g. <i>líder, difícil, carácter</i></p>	<p>Understand and respond to a written stimulus</p> <p>Infer meanings of unexpected vocabulary</p> <p>Transfer meaning accurately into English in translations</p> <p>Express ideas and opinions appropriately for different purposes and situations</p> <p>Include complex forms to describe and narrate</p>	<p>Writing skills: independent writing practice: FT Q2 (40-50 words) and HT Q1 (2 bullet points of 80-90 words)</p> <p>Speaking: describing a picture stimulus</p> <p>Listening and reading: infer meanings of two single words per tier that are not part of the specification</p> <p>Writing skill: translation exercises from English to Spanish.</p>



Acción local, impacto global

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Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>¡Bienvenidos! Revision of high frequency words</p> <p>¡Vaya vacaciones! Describing your last summer holidays</p> <p>Nuestros planes para este curso Revision of high frequency words</p>	<p>General vocabulary from previous unit</p> <p>Family</p> <p>Places in town</p> <p>Sports</p> <p>Tourist attractions</p> <p>School</p> <p>Further opportunities</p> <p>Mental wellbeing</p>	<p>Revisit:</p> <p>Present tense of regular and irregular verbs</p> <p>Definite and indefinite articles (<i>el, la, los, un, una, unos, unas</i>)</p> <p>Opinion verbs and justifications</p> <p>Preterite tense (regular –ar,-er,-ir) and irregular forms of: <i>ir, ser, dar, tener, poder, hacer, estar, poner, querer, decir, traer</i></p> <p>HT Preterite: Spelling changes z: c (e.g. <i>utilizar: utilicé</i>), g: gu: (e.g. <i>jugar: jugué</i>)</p> <p>Introduce HT Preterite: 3rd person of singular and plural of –ir verbs: o: u (e.g. <i>dormir: durmió, durmieron</i>)</p> <p>Direct and indirect pronouns (HT: DO, IO pronouns: <i>nos, os</i>)</p> <p>Revision of periphrastic future and inflectional future (HT plural personal forms)</p> <p>Introduce:</p> <p><i>Para</i> + infinitive (e.g. <i>para estudiar</i>) and <i>sin</i> + infinitive (e.g. <i>sin parar</i>)</p> <p>HT: <i>Antes de</i>+ infinitive (e.g. <i>antes de terminar</i>); <i>después de</i> + infinitive (e.g. <i>después de estudiar</i>)</p>	<p>Revisit:</p> <p>/que, qui/ /ge, gi/ /ce, ci/ /se, si/</p> <p>HT SSC: stress pattern in palabras <i>agudas</i> (words with stress on a final syllable ending in a vowel, n, or s) e.g. <i>me levanté, estudiaré</i></p>	<p>Understand and respond to a written stimulus</p> <p>Apply the SSC principles in a dictation</p> <p>Make accurate use of a variety of vocabulary and grammatical structures</p> <p>Identify and respond to key points, details and opinions</p>	<p>Speaking skills: read aloud task</p> <p>Listening skills: dictation</p> <p>Reading and Listening skills: fill in gaps</p> <p>Speaking skills: describing a picture stimulus</p> <p>Writing: translations from English to Spanish</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>Bienvenidos a mi pueblo Introducing where you live: your town/city and places in town Zona cultura: learning about cities and towns in the Spanish speaking world (e.g. Carácas in Venezuela, Cusco in Perú, Santander in Spain)</p> <p>Mi ciudad ahora y antes Describing how your city has changed over time Zona cultura: descriptions of 3 towns/cities in the Spanish speaking world</p> <p>Cosas de barrio Narrating what you do in your neighbourhood</p>	<p>Places in town Tourist attraction Impersonal verbs Indefinite determiners Quantity words</p>	<p>Indefinite determiners: <i>cada, mismo, otro, todo, alguno, ninguno</i> and their inflections. Other quantity words: <i>mucho/as, varios/as, unos/as, unos pocos/as, unos cuantos/unas cuantas, pocos/as, un par de</i></p> <p>Revisit: Adjective agreement (gender and number) Impersonal verbs: <i>hay, hay que, se puede, se necesita</i> to express the impersonal "you"/ "one" Imperfect tense (HT: singular and plural persons) and perfect tense (<i>ha cambiado</i>) Present tense: regular and irregular verbs HT: Passive voice <i>se</i> + 3rd person singular and plural, e.g. <i>se vende pan</i></p>	<p>HT SSC: recognising <i>esdrújulas</i> words I (words with stress on the third-to-last syllable)</p> <p>Revisit: <i>/ce, ci/</i> in Latin American and Spanish pronunciation <i>/za, zo, zu/</i> in Latin American and Spanish pronunciation</p>	<p>Identify and respond to key points, details and opinions Recognise the relationship between past, present and future events Acquire oral reading fluency Demonstrate an understanding of SSC Use a variety of vocabulary and grammatical structures</p>	<p>Reading and Listening skills: - Multiple-choice questions and gap fill questions Reading and listening skills: short responses when dealing with present, past and future time frames in questions Speaking skills: reading aloud Writing skills: Independent writing practice: FT Q.3 and HT Q1 80-90 words</p>
Week Three	<p>Robo en mi casa Describing your house and items in the house Speaking skill: role play transaction - giving directions and reporting a lost item</p>	<p>Items in the house Rooms in the house Possessive pronouns Prepositions of place / location</p>	<p>Prepositions of place/ location</p> <p>Revisit: Possessive adjectives (<i>mi, tu, su, nuestro, vuestro</i>, and their inflections) HT: Possessive pronouns, with agreement for gender and number, for singular and plural possessors (<i>el mío, el tuyo, el suyo, el nuestro, el vuestro</i>)</p>	<p>Revisit: <i>/h/</i>: <i>hice</i> vs <i>/ge, gi/</i>: <i>gente</i></p>	<p>Recall and use language in different situations</p>	<p>Speaking skill: role play transaction -giving directions and reporting a lost item</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three (continued)	<p>Vivir en el campo o en la ciudad Discussing the pros and cons of living in the city and the countryside</p> <p>Oportunidades en el campo: el turismo rural Planning to spend a weekend in the countryside Interleaving tourist attraction, mental wellbeing and natural world</p>	<p>Places in town Natural world Tourist attractions Mental wellbeing Negative words</p>	<p>Linking words to structure arguments</p> <p>Revisit: Negative words: <i>no, nada, nunca, nadie, ninguno</i> (HT <i>ni, ni, ya no, tampoco</i>) Regular comparative adjectival structures (e.g. <i>más... que, menos... que</i>) and irregular forms (<i>mejor, peor</i>) HT: Regular superlative adjectival structures and irregular forms (e.g. <i>el mejor, la peor, los peores</i>) HT: Adjectives with the neuter article <i>lo</i> used as nouns (e.g. <i>lo bueno</i>) Inflectional future (HT plural persons too) of regular verbs and irregular: <i>tener, hacer, poder, poner</i>, (HT: <i>decir, venir, querer, saber</i>)</p>	<p>HT SSC: recognising <i>esdrújulas</i> words II (words with stress on the third-to-last syllable)</p> <p>HT SSC: applying the accent rule for <i>esdrújulas</i> words II (words with stress on the third-to-last syllable)</p>	<p>Include complex forms to describe and narrate Understand and respond to a stimulus Apply the SSC principles in a dictation Infer meanings of unexpected vocabulary</p>	<p>Writing skills: Independent writing practice: FT Q.3 (2 bullet points of 80-90 words) and HT Q2 (1 bullet point 130-150 words question) Speaking skills: using descriptive language when describing a picture stimulus Listening skills: fill in gaps and whole sentences in dictation Reading skills: infer meanings of two single words per tier (1 mark per word) that are not listed in the specification</p>
Week Four	<p>Mejoramos nuestra escritura Feedback lesson on writing tasks from week 2 and week 3</p>	<p>Places in town Tourist attractions</p>	<p>Address misconceptions on common grammar mistakes from the writing tasks</p>		<p>Convey key messages and apply grammar knowledge and vocabulary in written responses</p>	<p>Writing skills: improving writing responses in the general conversation booklet</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four (continued)	<p>Jóvenes en acción Talking about how you can help the community you live in and the work of young volunteers</p> <p>Interleaving natural world, future opportunities, accommodation and equality</p> <p>Zona cultura: Spanish speaking young volunteers (e.g. Juan Carlos García from ONG Techo Bolivia)</p> <p>Por un mundo mejor Talking about environmental problems</p> <p>Zona cultura: draught problem in south Spain, Perito Moreno melting glacier in Argentina, air and noise pollution in Ciudad de Méjico</p>	<p>Natural world</p> <p>Future opportunities</p> <p>Equality</p> <p>Accommodation</p> <p>Environmental issues</p> <p>Modal verbs</p> <p>Impersonal verbs</p> <p>Relative pronouns</p>	<p>Suffix rule: adding <i>-ísimo /-ísima</i> to adjectives to express “very”, e.g. <i>facilísimo</i></p> <p>Revisit: Imperative tense, 2nd person singular to give advice to other people (affirmative only) of regular <i>-ar, -er,-ir</i> verbs and irregulars: <i>ser, ir, tener, venir, hacer, dar, poner</i> and <i>salir</i></p> <p>HT: Imperative affirmative 2nd person singular and plural</p> <p>HT: Relative pronouns <i>el que, el cual</i> (and their inflected forms for gender and number) in subject relative clauses</p> <p>Impersonal verbs: <i>se puede, se necesita, hay que</i></p> <p>Modal verbs: <i>deber, poder, tener que</i></p> <p>HT: Impersonal verbs <i>parece, basta, falta, hace falta, vale la pena</i></p>	<p>Revisit: <i>/cue, cua/</i> sounds: <i>cuál, cuántos</i></p> <p>HT SSC: applying the accent rule for <i>esdrújulas</i> words (words with stress on the third-to-last syllable) and <i>llanas</i> (words with stress on the last syllable)</p>	<p>Identify and respond to key points</p> <p>Apply the SSC principles orally</p> <p>Acquire oral reading fluency</p> <p>Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Reading skills: how to tackle challenging reading texts in multiple choice questions</p> <p>Speaking skills: read aloud task</p> <p>Listening skills: dictation-transcribe spoken Spanish into written Spanish</p> <p>Writing task: translations from English to Spanish</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Pon tu granito de arena Talking about how your habits have changed to protect the environment</p> <p>Los problemas globales Talking about global issues for young people: problems and solutions</p> <p>Por un mundo mejor Writing skill boost lesson</p>	<p>Environmental issues</p> <p>Natural world</p> <p>Impersonal verbs</p>	<p>Infinitives used as nouns, equivalent to –ing (gerund) in English. E.g. <i>Dar un nuevo uso al plástico es esencial</i></p> <p>HT: Relative pronoun <i>lo que</i> (invariable). E.g. <i>Lo que más me preocupa es el calentamiento global</i></p> <p>Revisit</p> <p>Imperfect tense (HT plural persons)</p> <p>Present tense of regular and irregular verbs</p> <p>Impersonal verbs (and their inflected forms): <i>hay que, se puede, se necesita, se debe</i> to express the impersonal “you”/ “one”. E.g. <i>Se debe proteger los animals en riesgo de extinción</i></p> <p>HT: Impersonal verbs <i>basta, falta, hace falta, vale la pena</i></p> <p>HT: <i>Seguir + present participle</i> for ongoing actions in the present. E.g. <i>seguimos reciclando en el cole</i></p> <p>HT <i>Llevar + time period + present participle</i> for ongoing actions in the present. E.g. <i>llevo un par de años separando la basura en casa</i></p>	<p>Addressing common misconceptions of SSC /ll/ <i>lluvia</i> and /j/ <i>ventaja</i></p>	<p>Apply the SSC principles in a dictation</p> <p>Maintaining accuracy in complex language</p> <p>Develop conversation and discussion</p> <p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p>	<p>Writing skills: using linking words effectively</p> <p>Speaking skills: classroom survey on the topic of natural world and environment (general conversation topic)</p> <p>Reading: multiple choice questions</p> <p>Listening skills: dictation task and short answer open response</p> <p>Writing skills: improving previous writing tasks (themes: accommodation, natural world and environment)</p> <p>HT: maintaining accuracy in complex language</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Six	<p>End of unit writing assessment: writing</p> <p>End of unit assessment: reading and listening</p> <p>End of unit assessment: speaking and feedback lesson (writing, reading and listening)</p>	<p>Vocabulary from unit 7 "" and unit 1 and 2</p> <p>Interleaving with previous vocabulary and thematic contexts</p>	<p>Grammar from unit 7 and interleaving with the grammar learnt so far</p>	<p>Apply the SSC principles learnt</p>	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>End of unit assessment: writing</p> <p>FT writing paper: photo description, Q3 80-90 words and translation</p> <p>HT writing paper: Q2 130-150 words and translation</p> <p>End of unit assessments: selection of reading and listening GCSE type exercises</p> <p>End of unit assessment speaking (pair assessed): read aloud task and role play</p> <p>Writing skills: improving writing responses in the general conversation booklet</p>



Cuenta atrás I

Spanish | Year 11 | Term 2

For Teachers

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Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Te invito a mi colegio Revisiting school vocabulary Zona cultura: differences between British and Spanish schools</p> <p>¿Qué harás si sacas buenas notas? Discussing the broad opportunities students have when they get good results</p> <p>Yo lucho por mi trabajo Talking about job opportunities and dreams Interleaving with equality</p>	<p>School Clothes Future opportunities Work Equality</p>	<p>HT: relative clause using wh-pronouns (<i>cuando donde, que</i>) <i>Si</i> clauses + future time expressions (periphrastic future, inflectional future and future structures: <i>tengo la intención, me gustaría, etc</i>)</p> <p>Revisit: Present tense: 3rd person singular and 1st person plural forms Adverbs created using -mente (English equivalent -ly): <i>completamente, cómodamente</i> Preterite tense: regular -ar,-er,-ir verbs Preterite Irregular verbs: <i>ir, ser, dar, poder, hacer, poner, decir, querer</i> HT: Preterite spelling changes: first person z: c (e.g. utilizar: utilicé); third person: addition of y (e.g. creer: creyeron)</p>	<p>Addressing misconceptions: /-coin/: formación vs /-sión/: decision</p> <p>Revisit: HT SSC : stress pattern in palabras <i>agudas</i> (words with stress on the final syllable ending in a vowel, n, or s e.g. <i>trabajé, conocí</i>)</p>	<p>Using connectives to vary the length of your sentences Use more complex forms appropriate to their ability Identify and respond to key points, details and opinions</p>	<p>Speaking skills: using connectives when describing a stimulus card Writing skills: Independent writing practice: FT Q.3 and HT Q1 80-90 words Reading and listening skills: inferring positive and negative ideas, opinions and justifications</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>Turismo nacional Discussing the pros and cons of spending a holiday in UK</p> <p>Interleaving tourist attraction, accommodation, natural world and environment</p> <p>¡Perdimos el tren! Narrating what made you late to catch a train</p> <p>Writing skill boost lesson</p>	<p>Tourist attractions Accommodation Natural world Environment</p>	<p>Revisit: Regular comparative adjectival and adverbial structures, regular and irregular forms, e.g. <i>más... que... menos... tan... como, mejor, peor</i></p> <p>HT: superlative adjectival structures and irregular forms, e.g. <i>el mejor</i></p> <p>HT: adjectives with the neuter article <i>lo</i> used as nouns, e.g. <i>lo bueno</i></p> <p>Perfect: <i>haber</i> + past participle (regular and irregular forms), as equivalent of English present perfect, e.g. <i>hemos perdido</i> <i>The time</i></p> <p>HT Prepositions: <i>antes de</i> + infinitive <i>después de</i> + infinitive</p>	<p>Revisit: Silent /h/: <i>han vs /ge, gi, ja, jo, ju/: agente</i></p>	<p>Identifying relevant information in the text, avoid distractors</p> <p>Recall and use language in different situations</p>	<p>Writing skills: special attention to comparatives</p> <p>Reading and listening skills: practice predicting content and reading for gist</p> <p>Speaking skills: role play at the train station</p> <p>Writing skills: FT/HT: Recognise and use opportunities to write about the past and future</p> <p>HT: Using set phrases that features the subjunctive</p> <p>Writing independent task: FT Q3 (80-90 words) and HT Q2 (130-150 words)</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Vivir al límite Revising sports, especially, extreme sports and other peculiar hobbies Interleaving mental wellbeing, health and natural world</p> <p>Aplicaciones para todos los gustos Discussing the wide variety of apps and their functions Interleaving school, shopping, TV and films, music</p> <p>Present tense boost lesson: stem changing verbs</p>	<p>Social media Technology TV, film and music School General vocabulary from all thematic contexts Modal verbs Stem changing verbs Preposition <i>para</i></p>	<p>Pronouns: agreement and position of subject pronouns (<i>yo, tú, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i>) and invariable pronouns <i>algo</i> and <i>alguien</i> Default omission of subject pronouns apart from contexts where overt use is appropriate (i.e. change of subject and for emphasis)</p> <p>Revisit: Modal verbs: 1st, 2nd and 3rd persons in singular and plural: <i>deber, poder, querer, saber, tener que</i> Two fixed phrases: <i>quisiera, me/te/le gustaría</i> Preposition <i>para</i> + infinitive: in order to HT: Relative pronouns <i>el que, el cual</i> (and their inflected forms for gender and number) in subject relative clause HT: Periphrastic time expressions: <i>acabar de</i> + infinitive; <i>seguir</i> + present participle; <i>llevar</i> + time period + present Present tense: stem changing verbs of: o>ue (<i>encontrar</i>); e>ie (<i>pensar</i>); e> i (<i>pedir</i>)</p>	<p>Recognising the sound of unusual words</p> <p>Revisit: Pair sounds: /ie/: <i>prefiero</i> and /ue/: <i>puedo</i></p>	<p>Convey key messages accurately Tips to learn vocabulary– word family Use a variety of vocabulary and grammatical structures accurately Apply the SSC principles in a dictation</p>	<p>Speaking: read aloud task Writing: translating from English to Spanish Listening and reading skills: Multiple choice type of questions Writing and speaking skills: gaining accuracy in verbal conjugation Listening skills: dictation to practise spelling of diphthongs</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>¿Cómo podría mejorar la relación con mis hermanos?</p> <p>Discussing family relationships Interleaving: equality, future opportunities, mental wellbeing</p> <p>Listening and reading boost lesson</p> <p>Writing boost lesson GCSE Thematic contexts: places in town, accommodation, environmental issues Applying techniques to the responses of the general conversation booklet</p>	<p>Family Equality Future opportunities Mental wellbeing</p> <p>All GCSE thematic contexts</p>	<p>Revisit: Imperfect continuous (singular persons only): imperfect tense of <i>estar</i> + present participle, as equivalent of English “be+ -ing” (e.g. <i>estaba comiendo</i>) Conditional tense of regular and irregular verbs: <i>tener, hacer, poder, poner</i> HT: Conditional tense: plural personal forms and irregulars: <i>saber, querer, venir, decir, salir</i> HT: Reciprocal function of reflexive verbs, e.g. <i>os entendéis</i></p> <p>General grammar from specification</p>	<p>Apply the SSC principles learnt so far</p>	<p>Identify and respond to key points, details and opinions Practise predicting content and listening for gist Apply the SSC principles in a dictation Narrate with reference to past, present and future events Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>Reading skills: multiple choice questions Listening skills: Open response questions Listening and reading skills: how to tackle multiple response and short answer exam questions Listening skills: dictation-transcribe spoken Spanish into written Spanish Writing skills: FT: picture description FT Q3 / HT Q1 (as part of questions in the general conversation booklet)</p>
Week Five	<p>Reading mock exam</p> <p>Listening mock exam</p> <p>Writing mock exam</p>	<p>All GCSE thematic contexts</p>	<p>Grammar from the specification</p>	<p>Apply the SSC principles</p>	<p>Identify and respond to key points, details and opinions Apply the SCC principles in the listening mock exam Use a variety of vocabulary and grammatical structures Convey key messages and apply grammar knowledge in translations to Spanish</p>	<p>GCSE mock exams</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Six	<p>Floating Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exams</p> <p>Floating Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam and completing general conversation booklet</p> <p>¿Qué ves en la foto? Learning about Christmas traditions in Spain and Latin America through creating questions</p>	<p>As per mock exam</p> <p>Celebration</p> <p>Family</p> <p>Question words</p>	<p>Identify common grammar misconceptions from the mock exams, reteach them and reinforce the correct understanding through classroom practice</p> <p>Revisit:</p> <p>Interrogatives expressed through question words (<i>qué, quién, cuándo, por qué, cómo, cuál, cuánto, dónde</i>)</p> <p>Question words + verb – subject word order, including where the overt subject is only sometimes required, e.g. <i>¿qué hace (la chica)?</i></p> <p>Present continuous: present tense of <i>estar</i> + present participle, as equivalent of the English “be + -ing”, e.g. <i>está comiendo</i></p>	<p>Addressing common misconceptions of SSC</p> <p>Intonation of questions</p> <p>HT SSC: Stress patterns in question words, e.g. <i>cómo, qué, dónde</i></p>	<p>Being able to create a wide range of questions</p> <p>Produce sequences of speech in dialogues</p>	<p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students’ responses</p> <p>Show casing best examples of responses in FT/HT exams</p> <p>Speaking skills: create questions to help describe a picture stimulus</p> <p>Completing sections of the general conversation booklet</p>



Cuenta atrás II

Spanish | Year 11 | Term 3

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Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>¿Podría reservar una mesa, por favor? Booking a table in a restaurant and ordering food</p> <p>Buscando piso Talking about your neighbourhood and finding a place to rent or buy Interleaving tourist attraction, natural world, places in town, accommodation</p> <p>La revolución del recreo de mi insti Discussing ways in which young people can work together to improve the community. Interleaving school, relationship, equality, environment, natural world and future opportunities</p>	<p>Food and drinks Accommodation Places in town Natural world School Relationships Equality Environment Future opportunities</p>	<p>Revisit: Using formal language in speaking: use of 3rd person singular for formal you: <i>usted(es)</i> and possessive pronoun <i>su/sus</i></p> <p>Modal verbs- two fixed phrases: <i>Quisiera</i> + infinitive; <i>me / te / le gustaría</i> + infinitive</p> <p>Imperative: affirmative forms, 2nd person singular of regular -ar, -er, -ir verbs and irregulars <i>ser, ir, hacer, salir, tener</i> HT Imperative: affirmative forms 2nd person singular and plural Prepositions</p> <p>Indefinite adjectives: any, another each, all and their inflected forms (<i>algún, otro, cada, todo</i>)</p> <p>Indefinite articles: a, some (<i>un/a, unos/as</i>)</p>	<p>Apply the SSC principles learnt so far</p> <p>Revisit: Addressing misconceptions: /ch/: <i>derecha</i>; /z/: <i>izquierda</i>; /ge, gi/ <i>gira</i></p>	<p>Recall and use language in different situations Acquire oral reading fluency Practise predicting content and reading for gist Vocabulary learning strategies</p>	<p>Speaking skills: role plays booking a table and ordering in a restaurant and giving directions in town Speaking skill: read aloud task Reading skills: multiple response questions, identifying positive and negative opinions Reading and listening skills: understanding how to only select which is needed in open response questions Writing / Reading skills: translation from Spanish to English and vice versa-ensuring all the key elements of a sentence are included in the translations</p>
Week Two	<p>Los idiomas te abren puertas Talking about the benefits of speaking another language beyond the classroom Interleaving future opportunities and travel</p>	<p>Languages and nationalities School Future opportunities Travel</p>	<p>Nouns of languages: add the article <i>el</i> before the masculine adjectives to form the noun, e.g. <i>inglés: (el) inglés</i> Nouns of nationality: add the article before inflected forms of nationality adjectives, e.g. <i>el español, los españoles</i></p> <p>Revisit: HT: Periphrastic time expressions <i>Acabar de</i> + infinitive; <i>seguir</i> + infinitive; <i>llevar</i> + time period + present</p>	<p>Revisit: /ñ/: <i>español</i></p>	<p>Use more complex forms appropriate to their ability</p>	<p>Speaking and writing skills: maximising the use of subordinate clauses to add complexity to your sentences and gain thinking time in speaking (e.g. <i>pienso que, creo que, supongo que, diría que, se podría afirmar que</i>) when thinking what to say next</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two (continued)	<p>La tierra de Nunca Jamás Creating negative sentences</p> <p>¡Mantén tu ciudad limpia durante el carnaval! Discussing the pros and cons of local celebrations</p> <p>Zona cultura: carnival in Cádiz, Barranquilla and Tenerife</p> <p>Interleaving routines, free time, travel, environment</p>	<p>All thematic contexts</p> <p>Celebrations</p> <p>Free time</p> <p>Environment</p> <p>Travel</p>	<p>Revisit: Word order of verbal negation and double negatives with: <i>no, nada, nunca, nadie, ninguna</i></p> <p>HT negation: <i>ya no, tampoco, ni, ni.ni..</i></p> <p>Imperative, affirmative forms only, 2nd person singular only. HT: 2nd person singular and plural</p> <p>Impersonal verbs: <i>hay que, se puede, se necesita</i> to express the impersonal “you”</p> <p>HT impersonal verbs: <i>parece, basta, falta, hace falta, vale la pena</i></p>	<p>Revisit: Difference between /n/ vs /ñ/: niño</p>	<p>Acquire oral reading fluency</p> <p>Identify and respond to key points</p> <p>Include complex forms to describe and narrate</p> <p>Narrate with reference to past, present and future events</p>	<p>Writing and reading skills: common misconceptions when translating negative sentences</p> <p>Speaking skills: reading aloud</p> <p>Listening skills: multiple response question</p> <p>Writing independent task: FT Q3 (2 bullet points of 80-90 words) and HT Q2 (1 bullet point of 130-150 words)</p>
Week Three	<p>Writing exam skills boost lesson Writing skills: essay planning</p> <p>Reading and Listening exam skill boost lesson</p> <p>Writing feedback lesson Whole class feedback from previous writing tasks</p>	<p>All thematic contexts</p>	<p>All grammar from the specification</p>	<p>Addressing common misconceptions of SSC</p>	<p>Identify and respond to key points, details and opinions</p> <p>Practise predicting content and listening for gist, including dealing with false friends</p> <p>Convey key messages and apply grammar knowledge accurately</p>	<p>Writing independent task: Planning FT Picture description, Q2 and Q3 and HT Q1 and Q2</p> <p>Reading and listening skill: GCSE exam style questions to practise:</p> <ol style="list-style-type: none"> 1. Recognising cognates and near-cognates 2. Identify “false friends” and how they can lead you to errors <p>Writing skills: showcasing best examples of FT/ HT responses</p> <p>Improving writing responses</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>Floating Speaking lessons in preparation for the GCSE speaking exams</p> <p>Lessons are floating depending on when the oral exam will take place</p> <p>All floating lessons need to be taught in order</p> <p>Floating speaking lesson 1 Read aloud and general questions</p> <p>Floating speaking lesson 2 Role plays and general questions</p> <p>Floating speaking lesson 3 Picture description and general questions</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish	<p>Use clear and comprehensible pronunciation when speaking Spanish, demonstrating an understanding of sound symbol correspondences</p> <p>Recall and use language in different situations and be able to move between Spanish and English</p> <p>Use language to describe a visual stimulus, including specific required details</p>	<p>Practise reading aloud tasks and follow up questions</p> <p>Practise role plays in specific settings: doctor’s surgery, hospital, leisure centre, café/restaurant, at the shop</p> <p>Practise describing a picture stimulus and answer two compulsory questions related to the picture</p> <p>Prepare general questions for the topics of student’s chosen thematic context</p>
Week Five	<p>Floating speaking lesson 4 Full in class mock exam without general questions (pair assessed)</p> <p>Floating speaking lesson 5 Full in class mock exam with general questions (pair assessed)</p> <p>Floating speaking lesson 6 Full in class mock exam with general questions (pair assessed)</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish	<p>Use clear and comprehensible pronunciation when speaking Spanish, demonstrating an understanding of sound symbol correspondences</p> <p>Recall and use language in different situations and be able to move between Spanish and English</p> <p>Use language to describe a visual stimulus, including specific required details</p>	<p>In class mock speaking exams: Student conducted and student pair assessed</p> <p>Practise reading aloud tasks and follow up questions</p> <p>Practise role plays in specific settings: doctor’s surgery, hospital, leisure centre, café/restaurant, at the shop</p> <p>Practise describing a picture stimulus and answer two compulsory questions related to the picture</p> <p>Choose the general conversation questions according to the thematic context chosen for the picture description</p>



Cuenta atrás III

Spanish | Year 11 | Term 4

For Teachers

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Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Un finde en Barcelona Giving an account of a city break in the past Interleaving tourist attraction, transport, accommodation, environment</p> <p>Listening and reading exam skills boost: grammatical clues</p> <p>Writing exam skills boost Learning how to recycle vocabulary for different thematic contexts</p>	All thematic contexts	<p>Revisit: Preterite: singular and plural persons of regular and irregular verbs. HT Preterite: spelling changes to preserve pronunciation A range of vocabulary and grammatical structures according to ability (FT or HT)</p>	<p>Revisit: Common misspelt sounds /ce/ and /ci/ difference between Peninsular Spanish and Latin American pronunciations</p>	<p>Apply the SSC principles in a dictation Narrate with reference to past events Recognise the relationship between past, present and future events</p>	<p>Writing skill: FT picture description; FT/HT improving a candidate response to a writing task Listening skills: dictation Listening and Reading skills: Grammatical clues: verbal tenses and time phrases in listening and reading tasks Learning how to recognise the different tenses in comprehension questions Learning how to recycle your vocabulary in different situations Dealing with unexpected questions</p>
Week Two	<p>Dictation boost lesson Transcribe spoken Spanish into written Spanish</p>	All thematic contexts		<p>Revisit CaRoLiNa rule /-tr/ vs /-rt/: <i>cuatro</i> vs <i>cuarto</i> /cua, cue, cui/ vs /qu/: <i>encuesta</i> English sound /th/ in Spanish: <i>aceptar</i> /ie/ vs /ei/: <i>ambiente, veinte</i> /ll/ vs /y/: <i>amarilla, leyó</i> HT: Stress patterns</p>	<p>Applying the principles by which spelling represents sounds in standard or widely used forms of Spanish</p>	GCSE dictation style exam questions



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two (continued)	<p>Un día familiar especial Describing future plans with your family Interleaving relationships; food and drink; physical wellbeing</p> <p>Writing skills feedback lesson Class feedback on previous writing task</p>	<p>Family Food and drink Physical wellbeing School Friends Future opportunities</p>	<p>Revisit: Periphrastic future ir a + infinitive (singular and plural nouns) Inflectional future: regular and irregular verbs: <i>tener, hacer, poder, poner, habrá</i> HT Inflectional future: plural persons and irregular verbs: <i>saber, querer, venir, decir</i></p>	<p>Revisit: HT SSC: stress pattern in palabras agudas (words with stress on a final syllable ending in a vowel, "n" or "s"): <i>tendrá</i></p>	<p>Identify and respond to key points, details and opinions Convey key messages and apply grammar knowledge in translations to Spanish Narrate with reference to the future</p>	<p>Writing skill: FT picture description FT/HT: narrating events in the future and dictation from English to Spanish Reading task: fill in gaps exercise Writing skills: Independent writing practice: FT Q.3 and HT Q1 80-90 words (pair assessed) Thematic context: family, friends, school, future opportunities</p>
Week Three	<p>Así soy yo: exam preparation / mock exams Quick thematic questionnaire Interleaving: free time activities, sports, physical wellbeing, mental wellbeing, family, friendship</p> <p>Los medios y la tecnología: exam preparation / mock exams Retrieval quiz 1 (from previous lesson) Interleaving TV, music, films, technology, social media, school, future opportunities, travel</p> <p>Mi ciudad: exam preparation / mock exams Retrieval quiz 2 (from previous lesson) Interleaving: places in town, transport, tourist attractions, accommodation, environment</p>	<p>All thematic contexts</p>	<p>A range of vocabulary and grammatical structures according to ability (FT or HT)</p>	<p>Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish</p>	<p>Use a variety of vocabulary and grammatical structures Identify and respond to key points, details and opinions Apply the SSC principles in a dictation</p>	<p>Each lesson will start with a quick thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz A wide range of GCSE exam style questions for: writing, listening and reading</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>During mock week, these lessons are available to teach if your mock timetable permits</p> <p>Actúa: exam preparation (optional) / mock exam Retrieval quiz 3 (from previous lesson) Interleaving shopping, natural world, environmental issues</p> <p>Estilos de vida: exam preparation (optional) / mock exam Retrieval quiz 4 (from previous lesson) Interleaving physical wellbeing, mental wellbeing, food, drinks, sports</p> <p>Estudios y oportunidades: exam preparation (optional) / mock exam Retrieval quiz 5 (from previous lesson) Interleaving school, future opportunities (work and travel)</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish	<p>Use a variety of vocabulary and grammatical structures</p> <p>Identify and respond to key points, details and opinions</p> <p>Transfer meaning accurately into English / Spanish in translations</p> <p>Apply the SSC principles in a dictation</p>	<p>Each lesson will start with a quick thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz</p> <p>A wide range of GCSE exam style questions for: writing, listening and reading</p>
Week Five	<p>Travel and tourism: exam preparation Retrieval quiz 6 (from previous lesson) Interleaving places in tow, travel, accommodation, transport, environment</p> <p>Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exam</p> <p>Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish	<p>Use a variety of vocabulary and grammatical structures</p> <p>Identify and respond to key points, details and opinions</p> <p>Transfer meaning accurately into English / Spanish in translations</p>	<p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p> <p>Show casing best examples of responses in FT/HT exams</p>



Cuenta atrás IV

Spanish | Year 11 | Term 5

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Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Walking talking reading GCSE exam Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions</p> <p>Walking talking listening GCSE exam Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions</p> <p>Walking talking writing exam I Retrieval quiz 7 Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)		<p>Identify and respond to key points, details and opinions</p> <p>Transfer meaning accurately into Spanish in translations</p>	<p>Walking talking mock exams: Teacher leads the class through the exam</p> <p>Objective: learn to understand what type of responses are needed in order to be awarded marks</p> <p>Types of tasks: underline key words in instructions; explain how to identify what the question is asking; provide advice on exam technique; highlight common misconceptions and errors that may cause students to lose marks in specific questions, e.g. being too vague in the answers, missing a word in translations</p>
Week Two	<p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p> <p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p> <p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Revision of all SSCs	<p>Using a variety of vocabulary and grammatical structures effectively when narrating events</p> <p>Understand and respond to a picture stimulus</p>	

