


		Term 1			Term 2			Term 3	
Topic title		Preséntate			Lo que me gusta hacer			Mi vida en TEMA (My life at TEMA)	
Year 7	Core questions	<u>¿Cómo te llamas? & ¿Cómo estás?</u>	<u>¿Cuántos años tienes? (Numbers) & ¿Cuándo es tu cumpleaños?</u>	<u>¿Con quién vives? & Describe los miembros de tu familia</u>	<u>¿Qué haces en tu móvil?</u>	<u>¿Qué haces en tu tiempo libre?</u>	<u>¿Cómo son tus amigos?</u>	<u>¿Cuál es tu asignatura preferida? ¿Y por qué? (teacher)</u>	<u>¿Cómo es tu uniforme?</u>
	Knowledge	<ul style="list-style-type: none"> Greetings Introductions Typical Hispanic names Family members Connectives Adjectives (masculine) Adjectives (Feminine) To state how you are feel Reasons 	Birthday Age Numbers Months	Present tense – vivo names Connective – con / y / también Family members Pets Numbers Physical description	Time phrases Phone activities Opinions phrases Connectives Reasons (adjectives) Negatives – what do you not use?	Time phrases Free time activities - leo libros / voy al cine / salgo con mis amigos / monto en bici) Adding detail – who with Connectives Opinion phrases Reasons (adjectives) Frequencies Connectives	Adjectives of personality Describing appearance - hair, Describing appearance - eyes Describing appearance – height and weight Age and birthday Connectives Added detail Tener clauses	School subjects Opinion phrases Reasons (adjectives) Connectives Extended reasons	Clothes Colours Verbs to express what you wear Connectives
	Concepts	Greeting Reflexive verb Present tense verbs Connectives To state how you feel Cultural awareness Asking and answering a question Masculine adjectival agreement Feminine adjectival agreement Soy + name ? Estoy + feelings ?	Answering a question Word order in a sentence The use of 'tener phrases' for age To recognise and give dates	Present tense Description Subordinate clause (Que se llama) 3rd person name Tiene + age Adjectival agreement Word order	Indicating time frame Frequencies Regular present tense verbs Expressing opinions Justifying reasons Negatives	Indicating time frame Frequencies Regular and Irregular present tense verbs Connective - con Expressing opinions Justifying reasons	Present tense (ser) 3 rd person - se llama Adjectival agreement Accurate adjectival position Word order in a sentence The verb to have	Singular/plural opinions Opinion + article + noun Expressing simple opinions Expressing negative opinions Connectives Adjectives Adjectival agreement Number and gender in detail	Agreement of gender and number Adjectival agreement Impersonal verbs Connectives 1 st person plural
	Stretch	To describe where you are from.	3rd person age / birthday	To say where you are from describing hair describing eyes personality nationality cultural awareness complex opinion	Complex connectives Asking others for their opinion Comparisons Superlatives Para + infinitive – (para mandar fotos) Negative - nunca	Third person activities Third person opinions What we do (mis amigos y yo...) Object pronoun – lo hago + frequency Higher level opinion Extended reasons	Relationships – me llevo bien con / peleo con	Complex reasons – object pronouns (nos da mucho deberes) Imperfect comparison – I used to like Higher level opinions Superlatives Intensifiers	Imperfect comparison – In primary I used to wear Superlatives – lo mejor/lo peor
	Expansion Interleaving	To state how someone is feeling and why (3 rd person)	3 rd person ages and birthday	Family member – age/birthday/feeling /why	Cuando estoy... + free time activities	Opinion + infinitive	To state how someone is feeling and why (3 rd person) 3 rd person ages and birthday	Durante el recreo + free time activities	Opinion + article + noun
	Skills	<ul style="list-style-type: none"> Listening/Speaking – (Modelling – phonics/meaning) Listening/Reading (Flooded input) Writing/speaking (structured output) Listening/Reading/speaking/writing (Expansion/Interleaving – linking old to the new) Writing/speaking - (Faded scaffolding) Listening/Reading/speaking/writing (Autonomy – no resources) 							

Purpose/Audience	<p>Purpose</p> <ul style="list-style-type: none"> Escribe una respuesta a su email. <p>Audience</p> <ul style="list-style-type: none"> a tu amigo español 	<p>Purpose</p> <ul style="list-style-type: none"> Escribe una respuesta a su email. <p>Audience</p> <ul style="list-style-type: none"> a tu amigo español 	<p>Purpose</p> <ul style="list-style-type: none"> Escribe una respuesta a su email. <p>Audience</p> <ul style="list-style-type: none"> a tu amigo español 	<p>Purpose</p> <ul style="list-style-type: none"> blog <p>Audience</p> <p>su revista escolar</p>	<p>Purpose</p> <ul style="list-style-type: none"> blog <p>Audience</p> <p>su revista escolar</p>	<p>Purpose</p> <ul style="list-style-type: none"> blog <p>Audience</p> <p>su revista escolar</p>	<p>Purpose</p> <ul style="list-style-type: none"> carta <p>Audience</p> <ul style="list-style-type: none"> tus amigos españoles 	<p>Purpose</p> <ul style="list-style-type: none"> carta <p>Audience</p> <ul style="list-style-type: none"> tus amigos españoles
Culture/Authentic resources	<p>https://www.youtube.com/watch?v=XYIHhLyDO44 – What is your name?</p> <p>https://www.youtube.com/watch?v=n2WjJ5SnIOw – How are you?</p>	<p>https://www.youtube.com/watch?v=vPitDg3Jwc0</p>	<p>Cultural hook: What do Spanish children learn? la pequeña oruga glotona – The very hungry caterpillar Abezoo – poems letters of alphabet</p> <p>Family members: https://www.spanish.cl/vocabulary-lists/family-members.htm</p> <p>Pets: https://www.youtube.com/watch?v=ioes5CiqyNE</p>	<p>Cultural Hook: What do Spanish people do in their free time? Padel / Pelota Vasca / balónmano – Team up with PE PE lessons during term 2</p> <p>Viral social media – Spanish speaking world Literature – age/level appropriate or parallel texts?</p>	<p>https://www.youtube.com/watch?v=G-cz8nYq3uc</p> <p>https://www.youtube.com/watch?v=qXjMDCKS8d0</p>	<p>https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zkmwqwX</p>	<p>Cultural hook: Film study - Valentín (throughout) Argentine schoolboy – link to school topic Valentín’s favourite subject/uniform Uniform in Spanish speaking countries Argentina – flag/location/capital/pop/accnt</p> <p>https://www.bbc.co.uk/bitesize/clips/zty76sg</p>	<p>https://www.youtube.com/watch?v=HGmKFhXxXOc</p>
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come</i></p>	<p>Students will have come to us with a variety of starting points. Some will have studied Spanish at KS2 and others will not.</p> <p>The aim of this term is to ensure that all of students become familiar with key concepts such as correct pronunciation, how to give simple details in present tense and the order in which sentences are formed.</p> <p>By the end of this term, students will have a basic conversation with any Spanish speaking person about who they are and where they are from and who they live with.</p> <p>From a cultural perspective, students will experience some of what Spanish children experience – children’s books, nursery rhymes etc.</p>	<p>Students now understand basic phonics and how to form sentences in Spanish.</p> <p>The aim of this term is to consolidate and build upon the use of third person and begin to use opinions accurately and give simple justifications. In addition, students will begin to understand adjectival agreement for gender and number.</p> <p>By the end of this term, students will be able to introduce themselves and also begin to give details about what they do in their free time, what they do on their mobile phones and describe their friends.</p> <p>From a cultural perspective, students will learn about some typical Spanish activities such as bullfighting, padel and la pelota vasca.</p>	<p>Students now understand basic phonics and how to form sentences in Spanish, will be able to give simple opinions and simple justifications and will understand the role of gender and number.</p> <p>The aim of this term is to introduce the verb ‘estar’, explore higher level opinions and more complicated reasons and to explore a wider variety of verb subjects in the present tense.</p> <p>By the end of this term, students will be able to describe their school, give their opinions on school subjects and school teachers and describe their school uniform.</p> <p>From a cultural perspective, students will complete a film study on the film “Valentín” and get an insight in to school life in Argentina</p>					

		Term 1			Term 2			Term 3		
Topic title		Mi ciudad (My city)			Al restaurante (At the restaurant)			Mis vacaciones (My holidays)		
Year 8	Core questions	¿Qué hay en tu ciudad?	¿Adónde fuiste el fin de semana pasado?	¿Qué hiciste el fin de semana pasado?	Al restaurante – la reserva	Describe cuando fuiste al restaurante	¿Qué te gusta comer?	¿Adónde fuiste de vacaciones? + opinion	¿Qué hiciste durante estas vacaciones? + opinion	
	Knowledge	Hay + Places around town Opinion phrases Reason (porque es + AVOCADO esencial adjective)	State where you went – places in town Fui a/ Past opinión phrases - me gustó Past reason – porque fue + AVOCADO esencial adjective)	What you did – preterite tense activities Term 2 Y7 activities in preterite - leí libros / fui al cine / salí con mis amigos / monté en bici) Past opinión phrases - me gustó Reason – porque fue + AVOCADO esencial adjective)	Reserving a table Menu language: Stater/Mains/Dessert (of restaurant to be visited) Food Ordering food Reacting with an exclamation - ¡Qué rico! Paying for food	To state the type of restaurant (introduction) Fui a ... To say what you had (Comí / bebí + food/drink) Expressing past opinions – me gustó Reason in the past – fue + AVOCADO esencial adjective) Intensifiers	Opinion + Infinitive (food verbs – comer/cenar etc) Time phrases (when) Past anecdote (comí/bebí) Description/adjectives (rico/delicioso etc)	Time phrase Where you went How you travelled (transport) Fui a + Fui con Viajé en Duration – para + día/semanas/meses Visual sentence builder fui a + countries	Time phrase Lo bueno/malo fue cuando Past activities- perdí mi móvil/pasaporte/vomité Exclamation - ¡Qué asco! ¡No manches!	
	Concepts	Hay / No hay (article) Prepositions (al / a la / a los / a las) Expressing opinions + article + noun Justifying reasons	Ir in preterite – fui a... preterite tense – 1 st person Preposition & noun Expressing past opinions Justifying past reasons	preterite tense – 1 st person Expressing past opinions Justifying past reasons	Forming a question Para + course Quiero + item – stating what you want Exclamations Understanding money (numbers)	preterite tense – 1 st person Nationality adjective Expressing past opinions Justifying past reasons Intensifiers	Opinion + infinitive Time phrase Preterite tense – 1 st person Food/drink Adjectives	Time phrase Preterite tense Transport Days/weeks/months Expressing higher level opinions Justifying complex reasons	Days/Time/ Sequencers – el primer día / el ultimo día Superlatives Preterite 1 st person Exclamation	
	Stretch	Complex reason (Se puede + ir a/al/a la) Weather (if clause) Lo peor de mi ciudad es.../ lo malo Lo mejor de mi ciudad es... / lo bueno Comparatives...mi ciudad es más / menos... (compare to Manchester)	3rd person preterite – my friend... fue a/le gustó/fue Conditional tense – ¿Adónde te gustaría ir? Me gustaría...	3rd person preterite – my friend... Conditional tense – what would you like to do next weekend? Me gustaría + infinitive	Stating preference (location in restaurant) Making a complaint Asking for advice	Conditional – la próxima vez me gustaría Comparatives Superlatives	Adjectives – ísimp Exclamation Comparatives Superlatives	¿Adónde te gustaría ir en el futuro? Me gustaría ir a Voy a ir con Me gustaría + infinitive (exciting activities) Será/sería + adjectives Imperfect subjunctive - Si tuviera mucho dinero... Comparatives – sería más... Superlatives – lo mejor sería... Details reason why – perfect tense (I have never been to/visited but I want to because)	Preterite 3rd person Past opinions Past reasons	
	Expansion Interleaving	Term 2 Y7activities – opinion + infinitive	Fui con + family Negatives	Term 2 Y7activities – mix past & present. Normalmente + present El fin de semana pasado + past	Family members	Courses in past tense - Para primer plato/plato principal/postre tomé	Range of opinions from term 3 Y7 Core 1	Justifying complex reasons	Term 2 Y7activities – mix past & present.	
	Skills	<ul style="list-style-type: none"> Listening/Speaking – (Modelling – phonics/meaning) Listening/Reading (Flooded input) Writing/speaking (structured output) Listening/Reading/speaking/writing (Expansion/Interleaving – linking old to the new) Writing/speaking - (Faded scaffolding) Listening/Reading/speaking/writing (Autonomy – no resources) 								
	Purpose/Audience	Purpose Carta Audience amigos españoles	Purpose Carta Audience amigos españoles	Purpose Carta Audience amigos españoles	Purpose Carta Audience para el gerente del restaurante	Purpose Artículo Audience revista de comida	Purpose Artículo Audience revista de comida	Purpose Travel Blog Audience Revista	Purpose Travel Blog Audience Revista	

<p>Culture/Authentic resources</p>	<ul style="list-style-type: none"> • Cultural hook: Wonders of the Spanish speaking world (Teotihuacan/Chichen Itza/Machupicchu/las islas galápagos (Ecuador)/ Uyuni Salt Flats, Bolivia) • Video tour/nearpod of Barcelona/Madrid – describe tour • Main cities in Spain with corresponding main attractions 	<ul style="list-style-type: none"> • Places to visit in the weekend in Spain (weekend trip) 	<ul style="list-style-type: none"> • What Spanish people do in the weekend (Spanish people videos) 	<ul style="list-style-type: none"> • Cultural hook: - Eating in a restaurant. Students to eat in Spanish restaurant 	<ul style="list-style-type: none"> • What Spanish restaurants are here in Manchester. Where are they and what you can eat there (show menu and food) 	<ul style="list-style-type: none"> • Cultural hook: Food tech. - Cooking Spanish food 	<ul style="list-style-type: none"> • Cultural hook: Turismo/Mexico Film study: El libro de la vida link to holidays topic & holiday in Mexico Mexico – flag/location/capital/pop/accent 	<ul style="list-style-type: none"> • Spanish cities around the world to visit that match the activities listed in the SB 	
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Students will have a strong grasp of present tense, opinions, reasons and third person description.</p> <p>The aim of this term is to introduce more complexity in the present tense using 'se puede' and a range of superlatives when giving opinions. In year 8 students will also begin to explore the past tense.</p> <p>By the end of this term, students will be able to describe a city, state what there is to do in the city, ask for and give simple directions and give an account of what they did last weekend.</p> <p>From a cultural perspective, students will learn about the wonders of the Hispanic world.</p>			<p>Students will have a strong grasp of present tense, opinions, reasons and third person description, they will also have experience in using the past tense.</p> <p>The aim of this term is for students to be forming questions, make reservations, make requests and give opinions. They will also consolidate and build on their use of the past tense.</p> <p>By the end of this term, students will be able to ask their friends if they would like to go out, have an authentic conversation in a restaurant and give an account of a past trip to a restaurant.</p> <p>From a cultural perspective, students will go to an authentic Spanish restaurant and order their food in Spanish – a feeling of true immersion.</p>			<p>Students will have a strong grasp of present tense, opinions, reasons and third person description, and a growing knowledge of the past tense.</p> <p>The aim of this term is for students to consolidate their knowledge of the past tense and to begin using more irregular verbs in the past tense and more verb subjects. They will also be introduced to the conditional tense.</p> <p>By the end of this term, students will be able to give a detailed account of where they went of holiday and give a sequenced account of the things that they did, with a range of higher level opinions and reasons. They will also be able to describe where they would go on an ideal holiday.</p> <p>From a cultural perspective, students will complete a film study about “el libro de la vida” and explore more about Mexico.</p>		

		Term 1			Term 2			Term 3	
Year 9	Topic title	Una vida sana - A healthy life			El trabajo – Work (Future aspirations)			Jóvenes en acción – Young people in action.	
	Core question	¿Cómo es un día típico?	¿Qué comías que no comes ahora?	¿Qué vas a hacer para llevar una vida sana?	¿Qué trabajo hace tu madre/padre? ¿le gusta su trabajo?	¿por qué es importante aprender idiomas?	¿Te gustaría hacer el bachillerato o formación profesional?	¿Qué derechos tienes?	¿Qué vas a hacer para mejorar el mundo?
	Knowledge	Days of the week Daily routine Meal times	Time phrases – cuando era joven I used to... – comía / bebía I no longer/ but now I (Ya no... / pero ahora) Reasons – why did you change the habit?	I would... Bad habits Healthy living Dangers of unhealthy living – reasons not to do something Opinion phrases Voy a /me gustará/ será me gustaría	Jobs Places of work Tasks related to jobs – tiene que + infinitive	Range of new verbs – aprender Reasons for and against learning a language Jobs and opportunities	Difference between el bachillerato and formación profesional Career routes Job and study opportunities Higher level opinions Extended reasons	Rights of a young person How children live around the world Environmental/social problems Las vidas negras importan 	stating the issue at hand Solutions to local and world problems Reasons in the future tense
	Concepts	Days Reflexive verbs Time Sequencers Frequencies	Time phrases Imperfect tense Comparatives Justifying reasons in imperfect Object pronouns (lo como) Ya no...(I no longer)	Conditional tense Simple future Discussing consequences Expressing higher level opinions Extended reasons	3 rd person verbs 3 rd person opinions Complex reasons Irregular present tense: tener Verb + infinitive possessive pronoun (su)	Expressing higher level opinions (desde mi punto de vista) Object pronouns (te permite)	Time phrases Conditional tense Extended reasons – because I want to be Comparatives – is more/less	Tener phrase 1 st person plural – tenemos derecho Range of verb subjects (1 st / 3 rd / 1 st plural)	Superlative – the most important issue is... Range of time phrases Immediate future
	Stretch	Stretch 3 rd person daily routine / preterit daily routine Stem changing verbs (explicit explanation and drilling)	Stretch Sports and activity verbs in the imperfect tense	Stretch: What would you change about your lifestyle in the future? 3 rd person: Mi madre piensa que.. Debate language: estoy de acuerdo porque	Stretch: Lo hace desde hace + time Imperfect: What did your mum/dad used to do?	Stretch 3 rd person debate language – pero mi madre no está de acuerdo porque Complex reason/anecdote	Stretch: subject cuando termine mis estudios Imperfect subjunctive – si obtuviera las notas adecuadas Perfect: Siempre he querido ser	Stretch Present subjunctive (no es justo que haya) ¿Cómo viven otros jóvenes en nuestro mundo?	Stretch: Imperfect tense What did you used to do differently? Imperfect subjunctive + conditional ¿Qué han hecho los jóvenes para combatir los problemas en nuestro mundo? - ¿Estás de acuerdo? Environmental/social problems What actions people have taken Debate language Reasons Actions of solidarity Concepts Perfect past tense Debate language Reasons Stretch: State what you have done to help – he... how it has inspired you - me ha inspirado...
	Expansion Interleaving	Time phrases/frequencies – Y7 term 2	Y8 – term 2 core 3 Opinion + infinitive	Range of opinions from term 3 Y7 Core 1 in conditional tense	3 rd person daily routine – term 1 Y9	Me gustaría/Me gustará + infinitive	Voy a /me gustará/ será me gustará – Term 1 core 3 Y9	para que pueda (so that I can) Te permite (Me permite) Term 3 core 2 y9	Voy a /me gustará/ será me gustará – Term 1 core 3 Y9
Skills	<ul style="list-style-type: none"> Listening/Speaking – (Modelling – phonics/meaning) Listening/Reading (Flooded input) Writing/speaking (structured output) Listening/Reading/speaking/writing (Expansion/Interleaving – linking old to the new) Writing/speaking - (Faded scaffolding) Listening/Reading/speaking/writing (Autonomy – no resources) 								

Purpose/Audience	Purpose Escribe una respuesta a su email. Audience Amigo	Purpose Escribe una respuesta a su email. Audience Amigo	Purpose Escribe una respuesta a su email. Audience Amigo	Purpose Carta Audience Amigo por correspondencia	Purpose Blog Audience para convencer a sus lectores	Purpose Solicitud Audience Jefe	Purpose Reportaje Audience Los políticos	Purpose Reportaje Audience Los políticos
Culture/Authentic resources	Narrating daily routine – TEMA staff involved	MUFC/MCFC – speaker about healthy lifestyle	Sports personalities – describe their daily routine	Cultural hook: Careers in languages Language journey	TED Talk on why it's important to learn new languages: https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language?language=en#t-9256	Plan for a Manchester university visit	Cultural hook: Film study – Voces inocentes Child soldiers in El Salvador link to rights topic & rights of children in the film El Salvador – flag/location/capital/pop/accent	CNN para niños (news): https://cnnespanol.com/category/ninos/ Authentic articles – el país vs guardian
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Students will have a strong grasp of present tense and past tense, they will be confident in giving opinions and justifications and they will have experience in making arrangements.</p> <p>The aim of this term is to introduce more complexity in the present tense using reflexive verbs, they will be introduced to the imperfect tense and they will continue to develop their use of the conditional tense.</p> <p>By the end of this term, students will be able to describe what makes a healthy and balanced lifestyle, they will have explored how their habits have changed over time and think about what they would like to do differently in the future.</p> <p>From a cultural perspective, students will receive a presentation from a Spanish speaking player/coach from the Manchester United Foundation, they will also prepare questions to ask the presenter.</p>	<p>Students will have a strong grasp of present tense and past tense and they will be building confidence in the imperfect and conditional tense.</p> <p>The aim of this term is to consolidate present tense and third person and introduce more complexity in the way students deliver and justify their opinions. Additionally, students will consolidate the use of the conditional tense.</p> <p>By the end of this term, students will be able to list a range of different jobs and careers and describe the job of a family member in detail, they should be able to give a strong and balanced argument about why it is important to learn languages and they should be able to express their aspirations for the future in some detail.</p> <p>From a cultural capital perspective, students will be introduced to a range of different careers and pathways for future education, In this term, students will see what new and exciting opportunities learning a language can offer.</p>	<p>Students will now be able to present ideas in three tenses, being able to give increasing complex opinions and being able to give a balanced argument.</p> <p>The aim of this term is to develop their understanding of the rights of a child, to be able to give complex opinions and reasons, use a wider variety of verb subjects and to be able to give ideas about what they are going to do in the future.</p> <p>By the end of this term, students will be able to talk about the rights of a child and about how some children do not have the same rights, they will be able to talk about activists and how they have shaped the world we live in and they will make plans of what they are going to do in the future to help our world.</p> <p>From a cultural capital perspective, students will discuss the rights of a child and see examples of mistreatment, poverty and abuse around the world. They will explore the work and accomplishments of some young activists. They will also complete a film study about “Voces inocentes” which focuses on the role of child soldiers in the El Salvadorian civil war.</p>					

		HT1	HT2	HT3	HT4	HT5	HT6
	<i>Topic title</i>	HT1: AVOCADO – es esencial	Module 1: ¡Desconéctate! - Holidays Theme 2	Module 2: Mi vida en el insti – My school life Theme 3	Module 3: Mi gente – My people Theme 1	Module 5: Ciudades – Cities Theme 2	PPEs and year review
Year 10	<i>Knowledge</i>	Recap of KS3 topics. Y7 Mi vida El libro de la vida (present tense) Mi insti Mi tiempo libre Y8 Las vacaciones Las normas del insti Y9 Una vida sana - A healthy life El trabajo – Work (Future aspirations) Jóvenes en acción – Young people in action.	Punto de partida (F. 6–7/H6-7) <ul style="list-style-type: none"> Discussing holiday activities and weather 1 ¿Cómo prefieres pasar las vacaciones? (F. 8–9/H10-11) <ul style="list-style-type: none"> Talking about holiday preferences 2 ¿Adónde fuiste? (F. 10–11) <ul style="list-style-type: none"> Talking about a past holiday 3 ¡Destino Barcelona! (F. 12–13/H12-13) <ul style="list-style-type: none"> Describing a trip to Barcelona 4 ¿Cómo era? (H 14–15) <ul style="list-style-type: none"> Describing where you stayed 4 ¿Quisiera reservar... (F. 14–15/H16-17) <ul style="list-style-type: none"> Booking accommodation and dealing with problems Understanding higher numbers 5 Mis vacaciones desastrosas (F. 16–17/18-19) <ul style="list-style-type: none"> Giving an account of a holiday in the past 	Punto de partida 1 (F 26–27/H 28-29) <ul style="list-style-type: none"> Giving opinions about school subjects Talking about subjects and teachers (H. 32–33) Punto de partida 2 (F 28–29/ H 30-31) <ul style="list-style-type: none"> Describing school uniform and the school day 1 ¡Mi nuevo insti! (F 30–31/ H 34-35) <ul style="list-style-type: none"> Describing your school 2 ¡Está prohibido! (F 32–33/ H. 36–37) <ul style="list-style-type: none"> Talking about school rules and problems 3 ¡Destino Zaragoza! (F 34–35/ H. 38–39) <ul style="list-style-type: none"> Talking about plans for a school exchange 4 Mis clubs y mis éxitos (F 36–37/ H. 40–41) <ul style="list-style-type: none"> Talking about activities and achievements 	Punto de partida 1 (F 46–47/H 50–51) <ul style="list-style-type: none"> Talking about socialising and family Punto de partida 2 (F 48–49/ H 52–53) <ul style="list-style-type: none"> Describing people 1 Mis aplicaciones favoritas (F 50–51/ H 54–55) <ul style="list-style-type: none"> Talking about social networks 2 ¿Qué estás haciendo? (F 52–53/ H 56–57) <ul style="list-style-type: none"> Making arrangements 3 Leer es un placer (F 54–55/ H 58–59) <ul style="list-style-type: none"> Talking about reading preferences 4 Retratos (F 56–57/ H 60–61) <ul style="list-style-type: none"> Describing relationships Describing people 5 Relaciones (H 62–63) <ul style="list-style-type: none"> Talking about friends and family 	Punto de partida 1 (F 88–89/ H 94–95) <ul style="list-style-type: none"> Talking about the places in a town or city Asking for and understanding directions Punto de partida 2 (F 90–91/ H 96–97) <ul style="list-style-type: none"> Talking about shops Shopping for souvenirs 1 ¿Cómo es tu zona? (F 92–93/ H 98–99) <ul style="list-style-type: none"> Describing the features of a region 2 ¿Qué harás mañana? (F 94–95/ H 100–101) <ul style="list-style-type: none"> Planning what to do Understanding the geography of Spain 3 De compras (F 96–97/ H 102–103) <ul style="list-style-type: none"> Shopping for clothes and presents Explaining preferences 4 Los pros y los contras de la ciudad (F 98–99/ H 104–105) <ul style="list-style-type: none"> Talking about problems in a town 5 ¡Destino Arequipa! (F 100–101/ H 106–107) <ul style="list-style-type: none"> Describing a visit in the past Recognising and using idioms 	<ul style="list-style-type: none"> Retrieval of HT1-5 knowledge Exemplar RP/Photo Listening technique <ul style="list-style-type: none"> Annotate Predict Infer Notes Answer Reading technique <ul style="list-style-type: none"> Annotate Predict Infer <u>Underline evidence</u> <u>Answer</u> Writing bullet point – technique <ul style="list-style-type: none"> (Addressing the point and developing)

<p><i>Concepts</i></p>	<ol style="list-style-type: none"> 1. Adjectives 2. Verbs 3. Opinions 4. Connectives 5. Adverbs 6. Detail 7. OMG phrases 	<p>Punto de partida (F. 6–7)</p> <ul style="list-style-type: none"> • Revising the present tense of regular verbs <p>1 ¿Cómo prefieres pasar las vacaciones? (F. 8–9)</p> <ul style="list-style-type: none"> • Revising the present tense of irregular verbs • Using verbs of opinion to refer to different people <p>2 ¿Adónde fuiste? (F. 10–11)</p> <ul style="list-style-type: none"> • Using the preterite tense <p>3 ¡Destino Barcelona! (F. 12–13)</p> <ul style="list-style-type: none"> • Using two past tenses • Giving opinions in the past <p>4 ¿Cómo era? (H 14–15)</p> <ul style="list-style-type: none"> • Using the imperfect tense • Working out the meaning of new words <p>4 Quisiera reservar... (F. 14–15)</p> <ul style="list-style-type: none"> • Using verbs with <i>usted</i> <p>5 Mis vacaciones desastrosas (F. 16–17)</p> <ul style="list-style-type: none"> • Using three tenses together • Identifying positive and negative opinions 	<p>Punto de partida 1 (F 26–27/H 28–29)</p> <ul style="list-style-type: none"> • Giving opinions about school subjects • Comparing subjects and teachers <p>(H. 32–33)</p> <ul style="list-style-type: none"> • Using comparatives and superlatives • Justifying opinions using a range of language <p>Punto de partida 2 (F 28–29/ H 30–31)</p> <ul style="list-style-type: none"> • Using adjectives <p>1 ¡Mi nuevo insti! (F 30–31/ H 34–35)</p> <ul style="list-style-type: none"> • Using negatives • Distinguishing between the present and the imperfect • Comparing then and now <p>2 ¡Está prohibido! (F 32–33/ H. 36–37)</p> <ul style="list-style-type: none"> • Using phrases followed by the infinitive <p>3 ¡Destino Zaragoza! (F 34–35/ H. 38–39)</p> <ul style="list-style-type: none"> • Using the near future tense • Asking and answering questions <p>4 Mis clubs y mis éxitos (F 36–37/ H. 40–41)</p> <ul style="list-style-type: none"> • Understanding object pronouns • Using three tenses together 	<p>Punto de partida 1 (F 46–47/H 50–51)</p> <ul style="list-style-type: none"> • Using verbs in the present tense <p>Punto de partida 2 (F 48–49/ H 52–53)</p> <ul style="list-style-type: none"> • Using adjectival agreement <p>1 Mis aplicaciones favoritas (F 50–51/ H 54–55)</p> <ul style="list-style-type: none"> • Using para with infinitives • Extending responses by referring to others <p>2 ¿Qué estás haciendo? (F 52–53/ H 56–57)</p> <ul style="list-style-type: none"> • Using the present continuous <p>3 Leer es un placer (F 54–55/ H 58–59)</p> <ul style="list-style-type: none"> • Using a range of connectives • Recognising similar ideas expressed differently <p>4 Retratos (F 56–57/ H 60–61)</p> <ul style="list-style-type: none"> • Using ser and estar • Understanding more detailed descriptions <p>5 Relaciones (H 62–63)</p> <ul style="list-style-type: none"> • Using a range of relationship verbs • Referring to the present and past 	<p>Punto de partida 1 (F 88–89/ H 94–95)</p> <ul style="list-style-type: none"> • Asking for and understanding directions <p>Punto de partida 2 (F 90–91/ H 96–97)</p> <ul style="list-style-type: none"> • Shopping for souvenirs <p>1 ¿Cómo es tu zona? (F 92–93/ H 98–99)</p> <ul style="list-style-type: none"> • Using se puede and se pueden • Asking and responding to questions <p>2 ¿Qué harás mañana? (F 94–95/ H 100–101)</p> <ul style="list-style-type: none"> • Using the future tense • Using exclamations <p>3 De compras (F 96–97/ H 102–103)</p> <ul style="list-style-type: none"> • Using demonstrative adjectives • Explaining preferences <p>4 Los pros y los contras de la ciudad (F 98–99/ H 104–105)</p> <ul style="list-style-type: none"> • Using tan and tanto • Using antonyms • Using the conditional <p>5 ¡Destino Arequipa! (F 100–101/ H 106–107)</p> <ul style="list-style-type: none"> • Using different tenses together • Recognising and using idioms 	<ul style="list-style-type: none"> • Listening exam technique <ul style="list-style-type: none"> ○ Pre-listening during reading time ○ Answering comprehension questions • Reading exam technique <ul style="list-style-type: none"> ○ Answering comprehension questions ○ Translation into English • Speaking exam technique <ul style="list-style-type: none"> ○ Role-play ○ Picture-based task ○ Conversation • Writing exam technique <ul style="list-style-type: none"> ○ Foundation Q1 - Describe the photo ○ Foundation & Higher Q2 – Questions using of usted ○ Foundation Q3/Higher Q1 – 80-90 word ○ Higher Q2 – Developing 130-150 word question ○ Foundation Q4/Higher Q3 - Translation into Spanish
<p><i>Skills</i></p>	<p>Listening (AO1)</p> <ul style="list-style-type: none"> ○ • identify the overall message, key points, details and opinions ○ • deduce meaning from a variety of spoken texts ○ • recognise the relationship between past, present and future events ○ • recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate ○ • be able to answer questions, extract information, evaluate and draw conclusions. <p>Speaking (AO2)</p> <ul style="list-style-type: none"> ○ • convey information and narrate events coherently and confidently, using and adapting language for different purposes ○ • speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate ○ • use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events ○ • make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view ○ • use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of Spanish. <p>Reading (AO3)</p> <ul style="list-style-type: none"> ○ • identify the overall message, key points, details and opinions in texts ○ • deduce meaning from a variety of written texts ○ • recognise the relationship between past, present and future events ○ • understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning ○ • recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information. <p>Writing (AO4)</p> <ul style="list-style-type: none"> ○ • communicate effectively in writing for a variety of purposes across a range of specified contexts ○ • write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information ○ • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings ○ • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events ○ • manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register ○ • make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince ○ • translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context 					

		Picture based task carta/amigo	Picture based task carta/amigo	email/director de un instituto correo electrónico/amigo	Picture based task Respuesta/amigo H68 – artículo para informar los lectores de una revista española	Picture based task Respuesta/amigo H113 – artículo para convencer a los lectores de la importancia de mejorar su zona	<p>Purpose</p> <ul style="list-style-type: none"> Email Artículo Blog Escribe una respuesta a su email. Escribe una respuesta a tu amigo/a un informe Escriba una solicitud Carta un reportaje <p>Audience</p> <ul style="list-style-type: none"> para el gerente del restaurante a tu amigo tus amigos españoles para una revista escolar al profesor colombiano para el jefe para la revista. para una revista española a los profesores a los organizadores del concurso para convencer a sus lectores para interesar a sus lectores a la oficina de turismo su revista escolar
<i>Purpose/audience Writing task</i>							
<i>Culture/Authentic resources</i>	Free time – TV/Music/Film	Countries of Spanish speaking world	Differences/similarities – school in UK, Spain & Spanish speaking world	Social media - Spanish	Autonomous communities in Spain	HT1-5 review	
<i>Retrieval starter focus</i>	Y9 core AVOCADO PALMSO – with support (fading)	Y9 core AVOCADO PALMSO – with fading support	HT2&3 & Y9 core AVOCADO PALMSO (no support)	HT2-4 & Y9 core AVOCADO Picture based	HT2-5 & Y9 core AVOCADO Picture based – with fading support	HT2-6 & Y9 core AVOCADO Picture based (no support)	
<i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>Students will have been absent for a considerable amount of time due to closure enforced by COVID-19. Students will have some foundation from key stage 3.</p> <p>The aim of this unit is to ensure that all students have a foundation for success in GCSE Spanish. In class, the aim will be that all students have grasped the essentials to success using the mnemonic AVOCADO. However, at home students will explore this in further depth while initially focussing on receptive skills.</p> <p>By the end of the unit students will be able to transfer essential vocabulary to a number of contexts. They will also improve their receptive knowledge of a wider range of linguistic concepts.</p>	<p>Students will be able to transfer essential vocabulary to a number of contexts. They will also improve their receptive knowledge of a wider range of linguistic concepts. The aim of this unit is to start using the transferrable skills honed during the previous unit in the context of holidays and across a number of tenses.</p> <p>By the end of the unit students will be able to discuss holidays and weather, say what they do on holiday, describe where they are going to go next year whilst also using the concepts of AVOCADO with their productive skills.</p>	<p>Students will be able to recognise and use a range of language within the context of holidays and also a range of transferrable language. The aim of this unit is to ensure that students can transfer knowledge acquired across the year and use in the context of school.</p> <p>By the end of this unit students will be able to describe school facilities, school uniform and the school day, express opinions about subject, teachers and school rules. They will also use comparatives across tenses.</p>	<p>Students will be able to recognise and use a range of language within the contexts of holidays and school and also a range of transferrable language. The aim of this unit is to develop the complexity of language used while beginning to study theme 1. Students will cover <i>Mi gente</i> in Y10 as this is a more substantial unit in terms of concepts and knowledge. Students will study <i>Interesas e influencias in HT1 of Y11</i> to further develop their understanding of theme 1. By the end of this unit students will be able to talk about free time, apps, social media, sports, socialising and role models.</p>	<p>Students will be able to recognise and use a range of language within themes 1,2 & 3 and also a range of transferrable language. The aim of this unit is to complete theme 2 <i>Ciudades</i> and theme 1 <i>De costumbre</i>. The aim is to continue to use a range of linguistic concepts across new contexts.</p> <p>By the end of this unit students will be able to talk about the places in a town or city, directions, describe the features of a region and problems, shopping, mealtimes, illnesses and festivals.</p>		

		HT1	HT2	HT3	HT4	HT5	HT6
		Module 4: Intereses e influencias – My interests and influences Module 6: De Costumbre – Customs and culture	Module 7: A currar! – The world of work	Module 8: Hacia un mundo mejor Theme 5	Exam preparation and revision		
	<i>Topic title</i>	Theme 1					
	<i>Knowledge</i>	Module 4: Intereses e influencias – My interests and influences Punto de partida 1&2 (F 66–69/ H72-75) <ul style="list-style-type: none"> Talking about free-time activities Talking about TV programmes and films ¿Qué sueles hacer? (F 70–71 / H76-77) <ul style="list-style-type: none"> Talking about what you usually do ¡Fanático del deporte! (F 72–73/ H78-79) <ul style="list-style-type: none"> Talking about sports #Temas del momento (F 74–75/ H80-81) <ul style="list-style-type: none"> Talking about what's trending Modelos a seguir (F 78–79/ H84-85) <ul style="list-style-type: none"> Talking about who inspires you Talking about dates Module 6: De Costumbre – Customs and culture Punto de partida 1&2 (F 110–113/H116-119) <ul style="list-style-type: none"> Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Dietas del mundo (F 114–115/ H120-121) <ul style="list-style-type: none"> Talking about typical foods ¡De fiesta! Y Un día especial (F 116–119/H122-125) <ul style="list-style-type: none"> Comparing different festivals Describing a special day El festival de música (F 122–123/H128-129) <ul style="list-style-type: none"> Talking about a music festival 	Punto de partida (F 132–133/H 138-139) <ul style="list-style-type: none"> Talking about different jobs 1 ¿Qué haces para ganar dinero? (F 134–135/ H140-141) <ul style="list-style-type: none"> Talking about how you earn money 2 Mis prácticas laborales (F 136–137/ H142-143) <ul style="list-style-type: none"> Talking about work experience 3 ¿Por qué aprender idiomas? (F 138–139/ H 144–145) <ul style="list-style-type: none"> Talking about languages and travel Talking about the importance of learning languages 4 Solicitando un trabajo (F 140–141/H 146–147) <ul style="list-style-type: none"> Applying for a summer job 5 Un año sabático (H 148–149) <ul style="list-style-type: none"> Discussing gap years 6 El futuro (F 142–143/H150-151) <ul style="list-style-type: none"> Discussing plans for the future Using different ways to express future plans 	Punto de partida 1 (F 152–153/ H160-161) <ul style="list-style-type: none"> Describing types of houses Talking about the environment Punto de partida 2 (F 154–155/ H162-163) <ul style="list-style-type: none"> Talking about healthy eating Discussing diet-related problems 1 ¡Piensa globalmente...! (F 156–157/ H164-165) <ul style="list-style-type: none"> Considering global issues 2 ¡Actúa localmente! (F 158–159/ H166-167) <ul style="list-style-type: none"> Talking about local actions 3 ¡Vivir a tope! (F 160–161/ H168-169) <ul style="list-style-type: none"> Discussing healthy lifestyles 4 ¡El deporte nos une! (F 162–163/H170-171) <ul style="list-style-type: none"> Talking about international sporting events Explaining your point of view 5 ¡Apúntate! (H 172–173) <ul style="list-style-type: none"> Talking about natural disasters 	<ul style="list-style-type: none"> Retrieval of Y10 & Y11 knowledge Exemplar RP/Photo Listening technique <ul style="list-style-type: none"> Annotate Predict Infer Notes Answer Reading technique <ul style="list-style-type: none"> Annotate Predict Infer <u>Underline evidence</u> <u>Answer</u> Writing bullet point – technique <ul style="list-style-type: none"> (Addressing the point and developing) Speaking/writing prep booklet <ul style="list-style-type: none"> Prepare answers across all 5 themes Redraft Learn 		

<p><i>Concepts</i></p>	<p>Module 4: Intereses e influencias – My interests and influences Punto de partida 1&2 (F 66–69/ H72-75) <ul style="list-style-type: none"> Using stem-changing verbs Using adjectives of nationality ¿Qué sueles hacer? (F 70–71 / H76-77) <ul style="list-style-type: none"> Using suelo + infinitive ¡Fanático del deporte! (F 72–73/ H78-79) <ul style="list-style-type: none"> Using the imperfect tense to say what you used to do #Temas del momento (F 74–75/ H80-81) <ul style="list-style-type: none"> Using the perfect tense Using words which have more than one meaning Modelos a seguir (F 78–79/ H84-85) <ul style="list-style-type: none"> Using the he / she form of the perfect tense Using a range of past tenses Module 6: De Costumbre – Customs and culture Punto de partida 1&2 (F 110–113/H116-119) <ul style="list-style-type: none"> Using reflexive verbs Using verbs to describe having different meals Dietas del mundo (F 114–115/ H120-121) <ul style="list-style-type: none"> Using me gusta / me gustaría Using quantity expressions Using the passive ¡De fiesta! Y Un día especial (F 116–119/H122-125) <ul style="list-style-type: none"> Using verbs in the 'we' and 'they' form Working out the meaning of new words Using reflexive verbs in the preterite Inferring meaning in a literary text Avoiding the passive Paying attention to question words El festival de música (F 122–123/H128-129) <ul style="list-style-type: none"> Saying 'before' / 'after' (doing) Using acabar de + infinitive Using expressions followed by the infinitive Adding interest when narrating a story </p>	<p>Punto de partida (F 132–133/H 138-139) <ul style="list-style-type: none"> Discussing job preferences 1 ¿Qué haces para ganar dinero? (F 134–135/ H140-141) <ul style="list-style-type: none"> Using verbs followed by the infinitive Using soler in the imperfect tense Using verbs in different forms 2 Mis prácticas laborales (F 136–137/ H142-143) <ul style="list-style-type: none"> Using the preterite and imperfect together 3 ¿Por qué aprender idiomas? (F 138–139/ H 144–145) <ul style="list-style-type: none"> Using lo + adjective Using the 24-hour clock Using the present and the present continuous Using saber and conocer 4 Solicitando un trabajo (F 140–141/H 146–147) <ul style="list-style-type: none"> Revising the perfect tense Writing a formal letter Using indirect object pronouns 5 Un año sabático (H 148–149) <ul style="list-style-type: none"> Revising the conditional Using the 24-hour clock 6 El futuro (F 142–143/H150-151) <ul style="list-style-type: none"> Using 'if' clauses Using the subjunctive with cuando </p>	<p>Punto de partida 1 (F 152–153/ H160-161) <ul style="list-style-type: none"> Using the 'we' form of verbs Punto de partida 2 (F 154–155/ H162-163) <ul style="list-style-type: none"> Meal verbs 1 ¡Piensa globalmente...! (F 156–157/ H164-165) <ul style="list-style-type: none"> Using the superlative Using the present subjunctive 2 ¡Actúa localmente! (F 158–159/ H166-167) <ul style="list-style-type: none"> Using se debería Using synonyms Using the subjunctive in commands 3 ¡Vivir a tope! (F 160–161/ H168-169) <ul style="list-style-type: none"> Understanding different tenses Giving extended reasons 4 ¡El deporte nos une! (F 162–163/H170-171) <ul style="list-style-type: none"> Using verbs in the third person plural Understanding equivalent expressions Using the pluperfect tense 5 ¡Apúntate! (H 172–173) <ul style="list-style-type: none"> Using the imperfect continuous Using grammar knowledge in translation </p>	<ul style="list-style-type: none"> Listening exam technique <ul style="list-style-type: none"> Pre-listening during reading time Answering comprehension questions Reading exam technique <ul style="list-style-type: none"> Answering comprehension questions Translation into English Speaking exam technique <ul style="list-style-type: none"> Role-play Picture-based task Conversation Writing exam technique <ul style="list-style-type: none"> Foundation Q1 - Describe the photo Foundation & Higher Q2 – Questions using of usted Foundation Q3/Higher Q1 – 80-90 word Higher Q2 – Developing 130-150 word question Foundation Q4/Higher Q3 - Translation into Spanish 		
<p><i>Skills</i></p>	<p>Listening (AO1)</p> <ul style="list-style-type: none"> identify the overall message, key points, details and opinions deduce meaning from a variety of spoken texts recognise the relationship between past, present and future events recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate be able to answer questions, extract information, evaluate and draw conclusions. <p>Speaking (AO2)</p> <ul style="list-style-type: none"> convey information and narrate events coherently and confidently, using and adapting language for different purposes speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of Spanish. <p>Reading (AO3)</p> <ul style="list-style-type: none"> identify the overall message, key points, details and opinions in texts deduce meaning from a variety of written texts recognise the relationship between past, present and future events understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information. <p>Writing (AO4)</p> <ul style="list-style-type: none"> communicate effectively in writing for a variety of purposes across a range of specified contexts write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context 					

<p><i>Purpose/audience</i> <i>Writing task</i></p>	<p>Module 4: Email/jefe Respuesta/amiga H90 – Artículo para convencer a los lectores de la importancia de deporte Module 6: Picture based task Artículo/revista H134 – Artículo para informar a los lectores de la importancia de las fiestas tradicionales</p>	<p>Email/director Anuncio/página web H156 – Artículo para convencer a los alumnos de la importancia de aprender otros idiomas</p>	<p>Picture based task Artículo/revista H156 – Artículo para convencer a los otras personas de la importancia de ser solidario</p>	<p>Purpose</p> <ul style="list-style-type: none"> Email Artículo Blog Escribe una respuesta a su email. Escribe una respuesta a tu amigo/a un informe Escriba una solicitud Carta un reportaje <p>Audience</p> <ul style="list-style-type: none"> para el gerente del restaurante a tu amigo tus amigos españoles para una revista escolar al profesor colombiano para el jefe para la revista. para una revista española a los profesores a los organizadores del concurso para convencer a sus lectores para interesar a sus lectores a la oficina de turismo su revista escolar 		
<p><i>Culture/Authentic resources</i></p>	<p>Sports - Marca Spanish speaking role models Fiestas – Spain and beyond Benicassim</p>	<p>Careers using languages - University</p>	<p>Greta – compare Guardian article with El País – same story WWF</p>			
<p><i>Retrieval starter focus</i></p>	<ul style="list-style-type: none"> AVOCADO Y10 HT2-6 & Y11HT1 (vocab/translation) RP/picture based task (vary RP/P/ both) Writing bullet points 	<ul style="list-style-type: none"> AVOCADO Y10 HT2-6 & Y11HT1-2 (vocab/translation) RP/picture based task (vary RP/P/ both) Writing bullet points 	<ul style="list-style-type: none"> AVOCADO Y10 HT2-6 & Y11HT1-2 (vocab/translation) RP/picture based task (vary RP/P/ both) Writing bullet points 	<ul style="list-style-type: none"> AVOCADO Y10 HT2-6 & Y11HT1-2 (vocab/translation) RP/picture based task (vary RP/P/ both) Writing bullet points 		
<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Students will be able to start year 11 with a deep understanding of theme 1 - Identity and culture.</p> <p>The aim of this term is to build upon the prior knowledge of themes 1,2 & 3 and the grammar acquired in year 10 to ensure that students can use and recognise a range of tenses and complex grammatical structures within the context of 'my people'</p> <p>Students will learn to use the present continuous, reflexive verbs, a variety of verb subjects and a deeper understanding of estar and tener.</p> <p>The through line of this year will be developing skills for further study. Strategies to understand written and spoken language, being able to respond effectively in writing and speaking.</p>	<p>Students will be able to recognise and use a range of language within all of themes 1,2 & 3 and also a range of transferrable language.</p> <p>The aim of this unit is to cover theme 4 after students have had the opportunity to complete their work experience and giving the unit more credibility in the eyes of the students.</p> <p>By the end of this unit students will be able to talk about different jobs and discuss preferences, talk about how they earn money, work experience, the importance of learning languages and discuss gap years and plans for the future.</p> <p>The through line of this year will be developing skills for further study. Strategies to understand written and spoken language, being able to</p>	<p>The aim of this term is to build upon the prior knowledge of themes 1,2 & 3 and the grammar acquired in year 10 to ensure that students can use and recognise a range of tenses and complex grammatical structures within the context of 'international and global dimension'</p> <p>Students will learn to use the present tense and near future together fluently, they will also learn to use the present subjunctive and the pluperfect.</p> <p>The through line of this year will be developing skills for further study. Strategies to understand written and spoken language, being able to respond effectively in writing and speaking.</p>	<p>The aim of this term is to build upon the prior knowledge of themes 1,2 & 3 and the grammar acquired in year 10 to ensure that students can use and recognise a range of tenses and complex grammatical structures.</p> <p>Students will develop master strategies and skills to access listening and reading in Spanish and develop a robust understanding of what a good example of writing or speaking looks like, through constant exposure to worked examples and opportunities to practice and apply their understanding. Students will now have a deep understanding of success criteria and will be adept in peer and self-assessment to further support them in preparing for further study.</p>		

Vision:

MFL at TEMA: Developing a passion for languages which opens your mind and opens your world to new and exciting opportunities and experiences.

The East Manchester Academy's Spanish curriculum is designed to open your mind and open your world to the exciting cultural, travel and work opportunities which language learning has to offer.

We want you to see the purpose and the value of learning Spanish. We want you to see that learning a language is much more than learning vocabulary and grammar because languages are unlike any other subject, they are a living, breathing entity full of life and culture.

Our aim is to encourage you to become confident communicators by developing fluency in a variety of scenarios, for a variety of purposes and audiences and ultimately to embrace the world around you to become an active, global citizen.

Year seven is the year of the present tense. You will express your thoughts and ideas about yourself, your families and friends, your free time and school effectively using opinions and reasons.

Year eight is the year of the past tense. You will build on your use of opinions, reasons and free time activities to describe your city and what you did last weekend, you will learn practical communication skills for use in a restaurant and link this describing a past trip and giving opinions, the year culminates in describing a holiday bringing together past tense and opinions.

Year nine is the year of the future tense and bringing all three tenses together. You will build on year eight by talking about healthy living, diet and bad habits. You will consider your role in the world by discussing work and future aspirations, exploring how to pursue a fulfilling career and finally discussing your rights as a young person within a global society.

At GCSE, we follow the Edexcel specification. By year ten you will have a solid foundation of content and vocabulary and a wide understanding of grammatical structures and how to apply them to a range of unfamiliar scenarios. You will become more confident in the four skills of speaking, listening, reading and writing and have equal exposure to all four skills throughout your studies. In year 10 and 11, you will develop a wider bank of knowledge and skills in preparation for GCSE examinations.