



YEAR 11 Spanish SPRG TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: School and Work



Curriculum Intent	In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:	
Skills/Assessment Objective Links	Listening and speaking	Reading and writing
	<ul style="list-style-type: none">• demonstrate general and specific understanding of different types of spoken language• follow and understand clear standard speech using familiar language across a range of specified contexts• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts• take part in a short conversation, asking and answering questions, and exchanging opinions• convey information and narrate events coherently and confidently, using and adapting language for new purposes• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate• initiate and develop conversations and discussion, producing extended sequences of speech• make appropriate and accurate use of a variety of vocabulary and grammatical structures, 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	<ul style="list-style-type: none">• understand and respond to different types of written language• understand general and specific details within texts using high frequency familiar language across a range of contexts identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate• translate a short passage from the assessed language into English• 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

	<ul style="list-style-type: none">use accurate pronunciation and intonation such as to be understood by a native speaker	<ul style="list-style-type: none">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 convincetranslate 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
Spiritual, moral, social, and cultural development	SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Learn about finances and how much average salaries are in particular jobs. Skills Builder: Opportunities for practicing listening, speaking and teamwork	
Numeracy	Numbers, dates, money and percentages	
Literacy	Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics Vocabulary Tier 3: Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structure, justification. Reading: Regular reading activities (every other lesson minimum) – reciprocal strategies used, such as prediction, draw a picture, create a heading, reading bingo, two truths and a lie. Writing: 40- and 90-word essay writing non-negotiables, answers to be typed to general conversation questions, translations. Oracy: Think, pair, share opportunities in every lesson, reading aloud activities as a whole class/group/pair (popcorn, ping pong reading, 1,2,3,4 game), opportunities for discussion on what makes a good piece of writing/speaking. etc, paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz, trade .etc.)	
Becoming future ready	Careers/Employability: Consider skills, qualities and interests to work in the education sector and a range of other jobs in the Jobs sector. Pupils will also learn about different routes into careers (apprenticeships, uni, .etc.) and will talk about the advantages and disadvantages of each. Pupils will also understand where to look for a job and how to apply for one.	
Adaptation	Throughout this topic, quality first teaching will provide differentiation:	
QFT/SEND Provision	By product: see short term plan for lesson-by-lesson examples By resource: see short term plan for lesson-by-lesson examples By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.	
Implementation Curriculum Delivery	To be able to: My Studies/Life at School and College <ul style="list-style-type: none">Give opinions about school subjectsDescribe their schoolTalk about their school day (daily routine) and recap timeDescribe a past school tripDevelop strategies for writing a 90 word essay on schoolDiscuss school rulesTalk about school uniform	
Learning Outcomes (Most powerful knowledge)	Education Post-16 and Jobs, Career Choices and Ambitions <ul style="list-style-type: none">Discuss Post-16 optionsDiscuss Post-18 options (work or university?)Discuss different types of jobsLearn where to look for and how to apply for a job	
Red denotes interleaving; aspects of knowledge covered previously.		

Current learning to be developed in the future within:	<p>.</p> <p>All topics to be recapped throughout the rest of the course.</p> <p>All grammar and skills to be recapped throughout the GCSE course.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.