



# YEAR 10 Spanish SUM TERM

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Home, Town, Neighbourhood and Region, Shopping and Social Issues (Healthy Living)

### 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

- 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

#### Reading and writing

- 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

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|   | <ul style="list-style-type: none"> <li>use accurate pronunciation and intonation such as to be understood by a native speaker</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> |
| <b>Spiritual, moral, social, and cultural development</b> | <b>SMSC:</b> Learning how to express yourself and respect other peoples' views/culture.<br><b>PSHE/British Values:</b> Understand housing adverts and key vocabulary relating to rent/furnishings .etc. Learn about what constitutes a healthy diet and lifestyle (drugs, smoking, diet .etc.)<br><b>Skills Builder:</b> Opportunities for practicing listening, speaking and teamwork  |  |
| <b>Numeracy</b>   | Numbers, dates, currency and money and percentages  |  |
| <b>Literacy</b>   | <b>Vocabulary Tier 2:</b> See knowledge organiser booklet for GCSE specification vocabulary for these topics<br><b>Vocabulary Tier 3:</b> Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structure, justification.<br><b>Reading:</b> 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.<br><b>Writing:</b> 40, 90- and 50-word essay writing non-negotiable, written prep for a role play, written prep for a written and spoken photo card and answers to be typed to general conversation questions and translations.<br><b>Oracy:</b> 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.) |  |
| <b>Becoming future ready</b>                              | <b>Careers/Employability:</b> Consider skills, qualities and interests to work in the health service and retail industries.   |  |
| <b>Adaptation</b>   | Throughout this topic, quality first teaching will provide differentiation:   |  |
| <b>QFT/SEND Provision</b>                                 | <b>By product:</b> see short term plan for lesson-by-lesson examples<br><b>By resource:</b> see short term plan for lesson-by-lesson examples<br><b>By Intervention:</b> by providing different levels of supervision and support<br><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.<br><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.<br><b>By Task:</b> 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.<br><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.<br>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.  |  |
| <b>Implementation Curriculum Delivery</b>                 | To be able to:  |  |
| <b>Learning Outcomes (Most powerful knowledge)</b>        | <b>Home, Town, Neighbourhood and Region</b> <ul style="list-style-type: none"> <li>Recognise types of house and give opinions</li> <li>Discuss house locations and compass points and give opinions of these</li> <li>Recognise rooms in the house and say what furniture is in them</li> <li>Use prepositions to say where their house/rooms/furniture is located</li> <li>Retrieve strategies for dealing with a written photo card</li> <li>Understand house adverts</li> <li>Describe the facilities in their town and say what you can do there</li> <li>Use the future and imperfect tenses to say what their town used to be like and will be like in the future</li> <li>Develop strategies for dealing with a spoken photo card on Home</li> <li>Discuss the advantages and disadvantages of living in cities vs. the countryside</li> <li>Consolidate knowledge of strategies for dealing with a 150 word / 40 and 90 word essay</li> </ul> <b>Shopping</b> <ul style="list-style-type: none"> <li>Recognize clothing vocabulary and be able to describe them</li> <li>Shop for clothes</li> </ul>  |  |

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|   | <ul style="list-style-type: none"> <li>• Develop strategies for dealing with a transactional role play in a clothes shop</li> </ul> <b>Social Issues (Healthy Living)</b> <ul style="list-style-type: none"> <li>• Discuss healthy eating</li> <li>• Discuss healthy vs. unhealthy lifestyles</li> <li>• Recognise body parts and say what hurts</li> <li>• Discuss illness and consequences of an unhealthy lifestyle</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p> |  |
| <b>Current learning to be developed in the future within:</b> | Some Home and Town vocabulary to be recapped in Global Issues in AUT Y11.<br>All topics to be recapped at the end of Y11.<br>All grammar and skills to be recapped throughout the GCSE course.  |  |
| <b>Assessment</b>   | Refer to assessment maps for formative and summative assessment opportunities.  |  |
| <b>Impact</b>   | Attainment and Progress – Refer to assessment results / data review documentation.  |  |