

YEAR 11 Spanish AUTUMN TERM

‘An ambitious curriculum that meets the needs of all’

- Medium Term Planning - Topic: **Identity and Relationships, Free Time, Customs and Festivals, Travel and Technology, Celebrity Culture, Healthy Living and Food, Home and Environment (Introduction at end of term)**

Skills / assessment objective links	<p>In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>A01: understand and respond to spoken language in speaking and in writing A02: understand and respond to written language in speaking and in writing A03: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.</p> <p>Skills/Assessment Objective Links</p> <p>Specifics:</p> <ul style="list-style-type: none"> - understand written texts in Spanish. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier - understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions - undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling - write text in Spanish in a lexically and grammatically accurate way in response to simple and familiar stimuli - translate in writing short sentences or texts, from Spanish to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language - infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences - speak using clear and comprehensible language to: <ul style="list-style-type: none"> • read aloud a short written text in Spanish and undertake a short unprepared conversation relating to the text • undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous; talk about visual stimuli and extend this conversation into a short unprepared interaction.
Spiritual, moral, social and cultural development	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Learning about safe social media usage</p> <p>Skills Builder: Opportunities for practising listening, speaking and teamwork</p>
Numeracy	Numbers, dates, currency and money and percentages

Literacy	<p>Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics</p> <p>Vocabulary Tier 3: Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, knowledge, complex structure, justification.</p> <p>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.</p> <p>Writing: 40, 90 and 150-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.</p> <p>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, pre-paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz trade etc.)</p>
Becoming future ready	<p>careers employability: consider skills, qualities and interests to work in different areas and environmental agencies. Planning future learning in a university or other institution</p>
Adaptation QTF/ SEND Provision	<p>Throughout this topic, quality first teaching will provide differentiation.</p> <p>By product: See short term planned for lesson by lesson examples.</p> <p>By resource: C Short term plan for lesson by lesson examples.</p> <p>By intervention: By providing different levels of supervision and support.</p> <p>By progressive questioning: Exploring pupils understanding through interactive dialogue.</p> <p>By grouping: According to prior attainment, gender, social preference, preferred learning style.</p> <p>By task: People 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.</p> <p>By offering optional activities: In class or as homework to extend learning.</p> <p>This QTF / SEND Provision will be explicit within the lesson by lesson schemes of work.</p>
Implementation curriculum delivery. Learning outcomes. Most powerful knowledge.	<p>Autumn Term</p> <ul style="list-style-type: none"> • Identity and Relationships • Free Time • Customs and Festivals • Travel and Technology • Celebrity Culture • Healthy Living and Food <ul style="list-style-type: none"> ○ Daily routines, healthy/unhealthy lifestyle, illness and injury, future health plans • Education / School Life <ul style="list-style-type: none"> ○ Typical school day and activities ○ Opinions of school facilities, subjects, teachers ○ School uniform and rules, ideal school

	<ul style="list-style-type: none"> ○ Past primary school and past school trips • Home and Environment (Introduction at end of term) <ul style="list-style-type: none"> ○ Types of houses, rooms, furniture ○ Town description, prepositions and directions
Assessment.	Refer to assessment maps for formative and summative assessment opportunities
Impact.	Attainment and progress refer to assessment results data review documentation.

YEAR 11 Spanish SPRING TERM

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- Medium Term Planning - Topic: **Home and Local Area / Environment**
- **Future Plans, Education and Employment**

Skills / assessment objective links	<p>In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>A01: understand and respond to spoken language in speaking and in writing A02: understand and respond to written language in speaking and in writing A03: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.</p> <p>Skills/Assessment Objective Links</p> <p>Specifics:</p> <ul style="list-style-type: none"> - understand written texts in Spanish. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier - understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions - undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling - write text in Spanish in a lexically and grammatically accurate way in response to simple and familiar stimuli - translate in writing short sentences or texts, from Spanish to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language - infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences - speak using clear and comprehensible language to: <ul style="list-style-type: none"> • read aloud a short written text in Spanish and undertake a short unprepared conversation relating to the text • undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous; talk about visual stimuli and extend this conversation into a short unprepared interaction.
Spiritual, moral, social and cultural development	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Healthy environmental habits</p> <p>Skills Builder: Opportunities for practising listening, speaking and teamwork</p>
Numeracy	Numbers, dates, currency and money and percentages

Literacy	<p>Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics</p> <p>Vocabulary Tier 3: Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, knowledge, complex structure, justification.</p> <p>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.</p> <p>Writing: 40, 90 and 150-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.</p> <p>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, pre-paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz trade etc.)</p>
Becoming future ready	careers employability: consider skills, qualities and interests to work in different areas and environmental agencies. Planning future learning in a university or other institution
Adaptation QTF/ SEND Provision	<p>Throughout this topic, quality first teaching will provide differentiation.</p> <p>By product: See short term planned for lesson by lesson examples.</p> <p>By resource: C Short term plan for lesson by lesson examples.</p> <p>By intervention: By providing different levels of supervision and support.</p> <p>By progressive questioning: Exploring pupils understanding through interactive dialogue.</p> <p>By grouping: According to prior attainment, gender, social preference, preferred learning style.</p> <p>By task: People 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.</p> <p>By offering optional activities: In class or as homework to extend learning.</p> <p>This QTF / SEND Provision will be explicit within the lesson by lesson schemes of work.</p>
Implementation curriculum delivery. Learning outcomes. Most powerful knowledge.	<p>Spring Term</p> <ul style="list-style-type: none"> • Home and Local Area / Environment <ul style="list-style-type: none"> ○ Town description, what you can do there, advantages & disadvantages ○ Ideal town, where you'd like to live in future ○ Comparing past and present towns ○ Helping the community and the environment (present/past/future tenses) ○ Global issues such as climate change • Future Plans, Education and Employment <ul style="list-style-type: none"> ○ Post-16/18 plans: university, work, apprenticeships ○ Jobs and workplaces, job preferences and descriptions ○ Work experience and personal qualities
Assessment.	Refer to assessment maps for formative and summative assessment opportunities
Impact.	Attainment and progress refer to assessment results data review documentation.

YEAR 11 Spanish SUM TERM

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- Medium Term Planning - Topic: **Exam Preparation and Consolidation**, Intensive speaking exam practice and real GCSE speaking exams, Revision and consolidation of key grammar, vocabulary, and speaking/writing skills, Review of job-related topics

Skills / assessment objective links	<p>In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>AO1: understand and respond to spoken language in speaking and in writing AO2: understand and respond to written language in speaking and in writing AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.</p> <p>Skills/Assessment Objective Links</p> <p>Specifics:</p> <ul style="list-style-type: none"> - understand written texts in Spanish. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier - understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions - undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling - write text in Spanish in a lexically and grammatically accurate way in response to simple and familiar stimuli - translate in writing short sentences or texts, from Spanish to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language - infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences - speak using clear and comprehensible language to: <ul style="list-style-type: none"> • read aloud a short written text in Spanish and undertake a short unprepared conversation relating to the text • undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous; talk about visual stimuli and extend this conversation into a short unprepared interaction.
Spiritual, moral, social and cultural development	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Healthy relationships, marriage, good and bad role models in the public eye, healthy eating Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates, currency and money and percentages

Literacy	<p>Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics</p> <p>Vocabulary Tier 3: Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, knowledge, complex structure, justification.</p> <p>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.</p> <p>Writing: 40, 90 and 150-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.</p> <p>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, pre-paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz trade etc.)</p>
Becoming future ready	careers employability: consider skills, qualities and interests to work in the technology, sports and travel and hospitality sectors meet the work of some famous sports figures and music artists in the Hispanic World.
Adaptation QTF/ SEND Provision	<p>Throughout this topic, quality first teaching will provide differentiation.</p> <p>By product: See short term planned for lesson by lesson examples.</p> <p>By resource: C Short term plan for lesson by lesson examples.</p> <p>By intervention: By providing different levels of supervision and support.</p> <p>By progressive questioning: Exploring pupils understanding through interactive dialogue.</p> <p>By grouping: According to prior attainment, gender, social preference, preferred learning style.</p> <p>By task: People 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.</p> <p>By offering optional activities: In class or as homework to extend learning.</p> <p>This QTF / SEND Provision will be explicit within the lesson by lesson schemes of work.</p>
Implementation curriculum delivery. Learning outcomes. Most powerful knowledge.	<p>Summer Term</p> <p>Exam Preparation and Consolidation</p> <ul style="list-style-type: none"> ○ Intensive speaking exam practice and real GCSE speaking exams ○ Revision and consolidation of key grammar, vocabulary, and speaking/writing skills ○ Review of job-related topics ● Final Revision & Study Leave <ul style="list-style-type: none"> ○ Continued exam preparation and consolidation across all GCSE themes
Assessment.	Refer to assessment maps for formative and summative assessment opportunities
Impact.	Attainment and progress refer to assessment results data review documentation.