**VOCABULARY GRAMMAR PHONICS**

Carmel College Curriculum Implementation – KS4 Long term plan Subject: **Spanish**

|  |  |  |
| --- | --- | --- |
|  | Year 10 | Year 11 |
| Autumn half term 1+2Sequential knowledge and skills | **Home & Local Area – GCSE (Unit 5)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** To describe your house and the rooms in it **⭯**
* To describe what your house is like **⭯**
* To describe your home/town/region **⭯**
* To express opinions about your home/town/region and justify them **⭯**
* To say what there is/isn’t in your town and what we can/can’t do there **⭯**
* To say what you do/did/are going to do in your town **⭯**
* To say what your home/town/region used to be like
* To say what your ideal home/town/region would be like
* To say what problems there are in your home/town/region
* To say what we could/should do to improve your town

**GRAMMAR** * Using *hay*, *ser* and *estar* (to say where things are)
* Using prepositions to say where things are **⭯**
* Using demonstrative adjectives and pronouns
* Expressions of quantity **⭯**
* Agreement and position of adjectives **⭯**
* Negative sentences **⭯**
* Modal verbs such as *poder, deber, hay que etc.* (present) **⭯**
* Past, present and future of regular verbs **⭯**
* *Ir* and *hacer* in the present and preterite **⭯**
* Imperfect (“tener” and “ser”)
* Conditional (“tener”, “ser”, “poder”, “deber”)

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** piscina
* cine
* gimnasio
* castillo
* plaza
 | **My Studies – GCSE (Unit 9 and 10)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Describing your school and subjects **⭯**
* Describing a day in school **⭯**
* Describing school life in different countries
* Comparing school life in Spain and Great Britain
* Talking about school rules and uniform **⭯**
* Talking about your ideal school

**GRAMMAR** * Revising comparatives and superlatives **⭯**
* Using the imperative
* Using quantifiers and intensifiers: *mucho, bastante, poco, demasiado*
* Revising ‘se debe’, ‘hay que’ and ‘tener que’ **⭯**
* Use of ‘tú’ and ‘usted’
* Revising the perfect tense **⭯**
* Prepositions **⭯**
* Verbs that take the infinitive **⭯**

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** deberes
* dibujo
* difícil
* educación
* geografía
* llevar
* mejorar
 |
| Autumn assessment | **Summative Assessment made up of some or all the following:** **GCSE PAST PAPER PRACTICE****VOCABULARY**listening comprehension, reading comprehension, translation into English, translation into TL.**GRAMMAR** Testing of adjectives, verbs / tenses, gender of articles, prepared writing **PHONICS**Transcription, prepared speaking, identifying sounds and silent letters. | **Summative Assessment made up of some or all the following:** **GCSE PAST PAPER PRACTICE****VOCABULARY**listening comprehension, reading comprehension, translation into English, translation into TL.**GRAMMAR** Testing of adjectives, verbs / tenses, gender of articles, prepared writing **PHONICS**Transcription, prepared speaking, identifying sounds and silent letters. |
| Autumn half term 2Sequential knowledge and skills | **Home & Local Area – GCSE (Unit 5) (CONTINUED)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** To describe your house and the rooms in it **⭯**
* To describe what your house is like **⭯**
* To describe your home/town/region **⭯**
* To express opinions about your home/town/region and justify them **⭯**
* To say what there is/isn’t in your town and what we can/can’t do there **⭯**
* To say what you do/did/are going to do in your town **⭯**
* To say what your home/town/region used to be like
* To say what your ideal home/town/region would be like
* To say what problems there are in your home/town/region
* To say what we could/should do to improve your town

**GRAMMAR** * Using *hay*, *ser* and *estar* (to say where things are)
* Using prepositions to say where things are **⭯**
* Using demonstrative adjectives and pronouns
* Expressions of quantity **⭯**
* Agreement and position of adjectives **⭯**
* Negative sentences **⭯**
* Modal verbs such as *poder, deber, hay que etc.* (present) **⭯**
* Past, present and future of regular verbs **⭯**
* *Ir* and *hacer* in the present and preterite **⭯**
* Imperfect (“tener” and “ser”)
* Conditional (“tener”, “ser”, “poder”, “deber”)

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** piscina
* cine
* gimnasio
* castillo
* plaza
 | **Education Post-16 – GCSE (Unit 11 and 12)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Talking about future studies
* Talking about future options
* Discussing university and apprenticeships

**GRAMMAR** * Revising ‘si clauses’ **⭯**
* Using ‘lo que’ and ‘lo + adjective’
* Using ‘quisiera’
* Using a variety of tenses **⭯**
* Uses of ‘cuánto’
* Expressions with ‘tener’ **⭯**
* Revising adjectives **⭯**
* Other verbs of planning and wanting

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** aprendizaje
* dejar
* mejor
* porcentaje
* trabajador
* mujer
* negocios
 |
| Continuous assessment | **Formative Assessment made up of the following:**Key writing tasks (2 per half term)Knowledge organiser (1 per half term)Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) | **GCSE MOCK EXAM – November**This will consist of a full GCSE exam (reading, writing, speaking and listening) conducted under exam conditions. |
| Spring half term 3Sequential knowledge and skills | **Social issues – GCSE (Unit 6)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Talking about charities
* Describing charity work
* Understanding the importance of charities
* Comparing past with present **⭯**
* Talking about healthy eating **⭯**
* Talking about healthy and unhealthy lifestyles

**GRAMMAR** * Verbs that are followed by an infinitive
* Using ‘me gustaría’ **⭯**
* Expressions with ‘tener’
* Using negative words **⭯**
* Revising the present tense **⭯**
* Recognising different tenses
* Expressions ‘mejor que’ and ‘peor que’
* Using ‘deber’, ‘tener que’ and ‘hay que’ **⭯**

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** voluntario
* gente
* organización
* sin techo
* sueño
* azucaradas
* evitar
* ejercicio
 | **Career Choices and Ambition – GCSE (Unit 11 and 12)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Talking about job preferences and part-time work
* Discussing how to get a job
* Talking about the advantages and disadvantages of jobs

**GRAMMAR** * Revising ‘si clauses’ **⭯**
* Using ‘lo que’ and ‘lo + adjective’
* Using ‘quisiera’
* Using a variety of tenses **⭯**
* Uses of ‘cuánto’
* Expressions with ‘tener’ **⭯**
* Revising adjectives **⭯**
* Other verbs of planning and wanting

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** aprendizaje
* dejar
* mejor
* porcentaje
* trabajador
* mujer
* negocios
 |
| Spring assessment | **Summative Assessment made up of some or all the following:** **GCSE PAST PAPER PRACTICE****VOCABULARY**listening comprehension, reading comprehension, translation into English, translation into TL.**GRAMMAR** Testing of adjectives, verbs / tenses, gender of articles, prepared writing **PHONICS**Transcription, prepared speaking, identifying sounds and silent letters. | **Summative Assessment made up of some or all the following:** **GCSE PAST PAPER PRACTICE****VOCABULARY**listening comprehension, reading comprehension, translation into English, translation into TL.**GRAMMAR** Testing of adjectives, verbs / tenses, gender of articles, prepared writing **PHONICS**Transcription, prepared speaking, identifying sounds and silent letters. |
| Spring half term 4 Sequential knowledge and skills | **Global issues– GCSE (Unit 7)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Discussing social issues
* Discussing inequality
* Discussing poverty in the world
* Talking about reducing, reusing and recycling
* Talking about ways to protect the environment
* Talking about homelessness

**GRAMMAR** * Using ‘me preocupa(n)’ and similar expressions
* Using ‘if’ sentences
* Using words like ‘algo’ and ‘alguien’
* Using reflexive constructions such as ‘se puede’ and ‘se debe’ **⭯**
* Expressions such as ‘mucho’ and ‘(un) poco’ etc. **⭯**
* Third person singular common verbs **⭯**
* The pluperfect tense
* Negative expressions **⭯**

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** ahorrar
* vez
* químicos
* perezoso
* pobreza
* recoger
 | **GCSE Revision**Spring half term 4 and Summer half term 5 will be used for exam preparation and revision of topics. **Me, my family and friends (Unit 1) + Technology in everyday life (Unit 2)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** To talk about yourself and your family **⭯**
* To say who you get on/argue with in your family and why **⭯**
* To describe your friends and family members
* To discuss different types of families **⭯**
* Talking about personal relationships
* Talking about future relationships
* Discussing future relationship choices
* Answering unprepared questions
* Talking about communicating online
* Talking about the uses of social media **⭯**
* Advantages and disadvantages of mobile technology **⭯**
* Discussing the uses of mobile technology
* Discussing pros and cons of social media
* Discussing the benefits and dangers of mobile technology

**GRAMMAR** * Using ‘tener’ and ‘ser’ in the present tense **⭯**
* Learning about agreement and position of adjectives **⭯**
* Possessive adjectives **⭯**
* The immediate future tense **⭯**
* Present tense of regular verbs **⭯**
* Reflexive verbs (present tense) **⭯**
* Subject pronouns **⭯**
* Direct and indirect object pronouns
* Making comparisons with ‘más que’ and ‘menos que’ **⭯**
* Perfect tense of regular verbs **⭯**
* ‘Por’ and ‘Para’
* Using ‘estar’ and the present continuous tense
* Question words
* Formulating questions
* ‘Había’ and ‘era’
* Statements of possibility e.g. ‘permitir’ / ‘es posible + infinitive’

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** anciano
* calvo
* cariñoso
* hija
* joven
* ojos
* rizado
* viejo
* utilizar
* empezar
* pantalla
* sencillo
 |
| Continuous assessment  | **Formative Assessment made up of the following:**Key writing tasks (2 per half term)Knowledge organiser (1 per half term)Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) | **Formative Assessment made up of the following:**Key writing tasks (2 per half term)Knowledge organiser (1 per half term)Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) |
| Summer half term 5 Sequential knowledge and skills | **Travel and Tourism– GCSE (Unit 8)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Describing holiday destinations
* Talking about holiday preferences
* Describing holidays in detail
* Talking about holiday activities
* Talking about holiday accommodation
* Talking about visiting different places in Spain
* Talking about visiting Spanish towns and cities
* Understanding tourist leaflets and websites

**GRAMMAR** * Talking about the weather **⭯**
* Weather expressions in the past
* Using expressions of sequence **⭯**
* Using the points of the compass **⭯**
* Exclamations using the subjunctive
* Adverbs of place
* Using ‘estar’ + past participle
* Giving opposite views

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** viaje
* izquierda
* tarjeta
* taquilla
* país
 | **Freetime activities (Unit 3) + Customs and festivals (unit 4)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Talking about television, music and films **⭯**
* Talking about leisure activities / food **⭯**
* Discussing world food and eating habits
* Talking about celebrations
* Talking about festivals
* Describing international festivals

**GRAMMAR** * Using ‘gustar’ and ‘encantar’ **⭯**
* ‘Gustar’ + plural nouns **⭯**
* Common irregular verbs in the present tense **⭯**
* Radical-changing verbs (e-ie)
* Regular adverbs **⭯**
* ‘Hacer’ and ‘jugar’ in the present **⭯**
* Using the future tense **⭯**
* ‘Hacer’, ‘salir’, ‘tener’ and ‘haber’ in the future tense
* Pronouns after ‘con’
* Pronouns after ‘para’
* Learning the regular preterite tense **⭯**
* Using ‘ser’ and ‘ir’ in the preterite tense **⭯**
* Recognising the imperfect tense **⭯**
* Recognising irregular verbs in the imperfect tense **⭯**
* Reflexive verbs in the preterite
* Expressing actions and opinions **⭯**
* ‘Hay’ and ‘había’ **⭯**
* Revising numbers **⭯**

 **PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** cine
* de vez en cuando
* empezar
* gente
* jugar
* dibujos animados
* jamón
* manzana
* queso
* pollo
* tortilla
* relajarse
* viejo
 |
| Continuous assessment | **Formative Assessment made up of the following:**Key writing tasks (2 per half term)Knowledge organiser (1 per half term)Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term) | **Formative Assessment made up of the following:**Key writing tasks (2 per half term)Knowledge organiser (1 per half term)Key homework tasks practicing **vocabulary, grammar** and **phonics** (at least 2 per half term)writing, translation into TL. |
| Summer half term 6Sequential knowledge and skills | **Travel and Tourism– GCSE (Unit 8) (CONTINUED)****VOCABULARY** **(see GCSE vocab booklet for exact words)*** Describing holiday destinations
* Talking about holiday preferences
* Describing holidays in detail
* Talking about holiday activities
* Talking about holiday accommodation
* Talking about visiting different places in Spain
* Talking about visiting Spanish towns and cities
* Understanding tourist leaflets and websites

**GRAMMAR** * Talking about the weather **⭯**
* Weather expressions in the past
* Using expressions of sequence **⭯**
* Using the points of the compass **⭯**
* Exclamations using the subjunctive
* Adverbs of place
* Using ‘estar’ + past participle
* Giving opposite views

**PHONICS*** Pronunciation rules **⭯**
* How accents affect pronunciation **⭯**
* ñ / ll / qu / v / z / j / c **⭯**
* **Letters will be underlined to show students that we don’t pronounce them. ⭯**
* **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. ⭯**

**PHONICS – some potential pitfalls*** viaje
* izquierda
* tarjeta
* taquilla
* país
 | **N/A** |
| Summer Exam | **Summative Assessment made up of some or all the following:** **GCSE PAST PAPER PRACTICE**This will consist of a part of a GCSE exam (reading, writing, speaking and listening) conducted under exam conditions. | **FINAL GCSE EXAM** |