**VOCABULARY GRAMMAR PHONICS**

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

|  |  |  |
| --- | --- | --- |
|  | Year 10 | Year 11 |
| Autumn half term 1+2  Sequential 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 2  Sequential 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 3  Sequential 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 6  Sequential 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** |