



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

SPANISH

INTENT

"One language sets you in a corridor for life. Two languages open every door along the way." - **Frank Smith**

The Spanish curriculum intends to ignite a love of languages and spark an interest in and deeper understanding of other cultures. Through a focus on communication, the MFL department will foster a passion for exploring a foreign language, its vocabulary, and patterns within it. Our Spanish curriculum will provide insight into Spanish speaking countries and their cultures and thus widen pupils' intellectual horizons.

By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude; therefore, it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.

The curriculum is designed to allow interleaving of skills and structures throughout the year and key stage to allow for retrieval practice. Interleaving is more effective than blocking modules together as pupils learn best through associative learning – by hooking the old onto the new. As well as regular recall in lessons, each half term the curriculum has been organised to include a retrieval week. This week's lessons are planned to drill important concepts and vocabulary before moving on.

Our Curriculum in MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.



YEAR GROUP

YEAR 10

RATIONAL / NARRATIVE

Over the course of Year 10 pupils will cover topics from all three themes of the GCSE AQA Specification. They will start the course by deepening their understanding and extending their skillset on the more familiar topics of holidays, school and leisure. They will then use these skills to access the more challenging parts of the MFL specification to prepare them for GCSE success.

TERM KNOWLEDGE

AUTUMN 1

Different holiday activities and weather. Holiday destinations and preferences (accommodation/travel/seasons). Places in Barcelona. Vocabulary used to reserve accommodation and deal with hotel problems. Higher numbers. Vocabulary to describe travel problems.

AUTUMN 2

Current and future study. Opinions on school subjects. Describing school and routines. School rules and problems. Planning a school exchange. Extra-curricular activities and achievements.

SPRING 1

Talking about friends and family. Relationships. Describing people using adjectival agreement. Social networks/apps. Making plans to meet up. Reading preferences and e-books.

SPRING 2

Free time activities and sports. TV programmes and films. Talking about what's trending and live entertainment. Talking about role models and why inspires us and why.

SUMMER 1

Places in a town or city and directions. Shops and souvenirs. Features of different regions and the pros and cons of life in a city. Describing a past visit to Arequipa.

SUMMER 2

Introduction to role play and photo card. Redrafting of general conversation questions. Completion of speaking examination.

SKILLS

Using

- the present tense of regular and irregular verbs.
- verbs of opinion to refer to different people.
- the preterite tense.
- opinions in the past
- verbs with usted.
- higher numbers.

three tenses together

Using

- justified opinions and adjectives
- negative structures in present tense
- introducing imperfect tense
- infinitive structures
- revising near future tense

3 tenses together

Using

- Reflexive verbs for relationships
- Para + infinitives
- Present continuous for arrangements
- A range of connectives

Ser and estar

Using

- Stem changing verbs
- Suelo + infinitive
- The imperfect tense
- The perfect tense

Algunos/ otros/ demasiados

Using

- Se puede
- Questions
- The future tense
- Exclamation
- The past preterite tense
- The conditional tense
- Tan/tanto

Different past tenses together

Using

- Question words
- Key vocabulary from all modules
- Role plays

Photo cards

ASSESSMENT

2 x 90 word writing question

2 x 90 word writing question

Reading, Listening and writing examination.

2 x 90 word writing question

2 x 90 word writing question

Reading, Listening and writing examination.

Speaking examination

HOME LEARNING

READING AND LISTENING Tasks on www.languagenut.com Independent vocabulary revision

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READING, WRITING, TALK, NUMERACY

	Preparation of Speaking Questions on Holidays and travel.	Preparation of Speaking Questions on school.	Preparation of Speaking Questions on my family and friends.	Preparation of Speaking Questions on free time, sports and film.	Preparation of Speaking Questions on my town and different cities.	Preparation of Speaking Questions
	<p>Talk: Talking about holidays and asking people about their opinions and past experiences. Booking accommodation and dealing with problems. Asking the price of accommodation.</p> <p>Writing: Writing a detailed account of a past holiday including opinions and interesting details. Using positive and negative opinions together.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	<p>Talk: Talking about their opinions on their school including school subjects, teachers and uniform. Agreeing and disagreeing with school rules. Talking about plans for a school exchange.</p> <p>Writing: Writing a description of their school including justified opinions and a range of adjectives. Using the future tense to talk about future study and plans.</p> <p>Reading: Reading correspondence from Spanish speakers about extra-curricular activities and schools including negative structures.</p>	<p>Talk: Describing relationships and what you do with friends and family. Discussing what makes a good friend. Giving opinions on internet/apps. Expressing preferences.</p> <p>Writing: Writing about mobile use including past/present and future activities. Detailing opinions with family and future plans with friends and family.</p> <p>Reading: Understanding key relationship structures. Recognizing descriptions of other people including physical and personality adjectives.</p>	<p>Talk: Talking about what's trending and taking part in conversations about a live event. Giving developed opinions on films and TV. Talking about role models.</p> <p>Writing: Writing about different spots and what I do now compared to in the past. Writing about someone who has inspired us.</p> <p>Reading: Reading tweets and different authentic sources. Understanding three time frames in longer written texts.</p>	<p>Talk: Taking part in a conversation about where I live. Expressing opinions on different places to live.</p> <p>Writing: Writing extended passages on different towns and a visit to Arequipa in Peru.</p> <p>Reading: Understanding authentic resources about different Spanish speaking places and identifying advantages, disadvantages and different time frames.</p>	
	<p>Annotate Choose Context Identify</p> <p><i>Anotad</i> <i>Elegid</i> <i>Contexto</i> <i>indeficad</i></p>	<p>Structure Support Vary Summarise</p> <p><i>Estructura</i> <i>Apoya</i> <i>Variad</i> <i>resumid</i></p>	<p>Give Detail Preference Include</p> <p><i>Dad</i> <i>Detalles</i> <i>Preferencia</i> <i>includ</i></p>	<p>Select Skim Fact</p> <p><i>Seleccionad</i> <i>Leed rápido</i> <i>hecho</i></p>	<p>Account Detailed Imaginative</p> <p><i>Cuenta</i> <i>Detallado/a</i> <i>imaginativo</i></p>	<p>Pronunciation Fluency Tone Question (words)</p> <p><i>Pronunciación</i> <i>Fluidez</i> <i>Tono</i> <i>Pregunta/palabras</i> <i>interrogativas</i></p>
	<ul style="list-style-type: none"> Regular Irregular Conjugate Translate Dictate 	<ul style="list-style-type: none"> Imperfect Agreement Infinitive structure Time-marker Describe Correspondence 	<ul style="list-style-type: none"> Reflexive Gerund Continuous Connective Linking word 	<ul style="list-style-type: none"> Stem Stem-changing Verb ending Preterite Perfect 	<ul style="list-style-type: none"> Exclaim Conditional Hypothetical Emphasis Contrast 	<ul style="list-style-type: none"> Range Variety Quality Justified Extended

TIER 2 VOCABULARY

TIER 3 VOCABULARY



PSPSMC, BRITISH VALUES AND DIVERSITY

<ul style="list-style-type: none"> • Justified • Negative • Polite • Plural • Preterite 			<ul style="list-style-type: none"> • Imperfect • Comparison 		
<p>Social / Cultural: Understanding and tolerance of other cultures and how they travel Moral: talking about what I do to relax</p>	<p>Social / Cultural: Understanding Spanish school system and schools in South America Moral: talking about my past school achievements and successes. British Values: tolerance of other cultures</p>	<p>Social / Cultural: Talking about different types of families and relationships. Moral: Talking about friendship and who I get on with and why. British Values: Tolerance of different families and relationships</p>	<p>Social / Cultural: Talking about what's trending and live entertainment. Moral: Talking about role models and why inspires us and why. British Values: understanding different cultures</p>	<p>Social / Cultural: Features of different regions and the pros and cons of life in a city. Describing a past visit to Arequipa</p>	