YEAR 7 SPANISH - CURRICULUM IMPLEMENTATION PLAN

In KS3 students follow the Pearson Viva (Segunda Edición) Course. They develop language and skills following the principles laid out in the National Curriculum (2014).

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| Year 7: Viva 1 (Segunda Edición) |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 1. Mi Vida  | Greetingspronunciationpersonality traitsexpressing opinionslikesconnectives, intensifiersage, months, birthdaybrothers and sistersnumbers 1-31alphabetpossessive pronouns (sg.)pets, coloursdescriptive phrasesquestion words | pronunciation, stress & accentsdefinitive articles, single & pluralregular verbs, presentser, 1st-3rd person, present tense, sing.negatives*tener*, 1st – 3rd person, sing.indefinite article, sing.adjective agreement | homework tasks – Active Learnhomework tasks – Forms quizzesassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks  |
| Autumn Term 2 | 2. Mi tiempo libre3. Mi Insti | Opinionsactivities, daily activitiesconnectives, frequency wordsjustificationsweather seasonssportsdays of the weekschool subjectstimes of the dayarticles | opinion + infinitive verbpronunciation, *j/d*-ar verbs, present*hacer*, 3rd person, presentpronunciation, *ll**hacer*, present*jugar*, presentpronunciation, *e/i/c*-ar verbs, *nosotros* formpronunciation, *y* to replace *e, soft c* |
| Spring Term 1 | 3. Mi insti | opinions – subjects, teachershay…school facilities indefinite articlesfood & drinkbreaktime activities | definitive articlesword orderpronunciation, *g**me gusta(n)*adjective agreement, sing. & pl.-er/-ir verbs, present tense |
| When | Module | Language Content | Grammar | Assessment |
| Spring Term 2 | 4. Mi familia y mis amigos | family membersnumbers 50 – 100appearanceaccommodationhome, locationsdirections | possessive adjectives*tener*, present tense*ser*, present tensepronunciation, *l/ll*adjective agreement*estar*, present tense | *homework tasks – Active Learn**homework tasks – Forms quizzes**assessment booklet tasks**formal end of module assessment (Viva)**self and peer assessment**questioning**KOs – self-quizzing and vocab tests**book looks*  |
| Summer Term 1 | 5. Mi ciudad | places in towntelling the time*voy al/de*drink food, tapasmaking an ordermaking plansweekend activities | Articlesadjective agreement*ir*, present tensepronunciation, *z**al/a la / a los**querer*, present tensenear future tense, *ir +* infinitivepronunciation *b/v* |
| Summer Term 2 | 5. Mi ciudad |  |  |
| Year 7: Viva 2 (Segunda Edición) |
| When | Module | Language Content | Grammar |
| Summer Term 2 | 1. Mis vacaciones | time expressionsquestion wordscountriestransportexclamationsholiday activities – pastsequencers | *ir*, preteritepronunciation, *vowels**qué* + adjective-ar verbs, preterite*sacar*, stem changing, preteritenegatives*-er/-ir* verbs, preterite *ver*, irregular, preterite*a + el = al* |

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| **YEAR 8 SPANISH - CURRICULUM IMPLEMENTATION PLAN** |

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| **Year 8: Viva 2 (Segunda Edición)** |

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| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 1. Mis vacaciones2. Todo sobre mi vida | describing a past holidayactivities – mobile phonemusic genresmusic termsopinion phrasesTV programmesindefinite articlescomparativeconversational phrasesactivities – past tensetime markers  | *ser*, preteritepronunciation, *r/rr*regular verbs, present tensestem-changing verbs‘you’ form in questions*me gusta* + definite article*preferir*, present tense*más…que*articles*hacer*, preteritusing two timeframes | homework tasks – Active Learnhomework tasks – Forms quizzesassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks homework tasks – Active Learnhomework tasks – Forms quizzesassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks  |
| Autumn Term 2 | 2. Todo sobre mi vida3. ¡A comer! | TV guideverbs of opinionexclamations, *¡qué…!*timesequencersrestaurant questionsuseful phrases – I’m hungry, thirsty etc.courses, foods, mealtimes, ingredients details – time, place, day | cognates/near cognatesirregular feminine words, *el agua**me gusta(n)* + definite articlepronunciation, ñnegatives, *nunca/nada*formal vs. informal, tú, usted(es)near future, 1st person, singularnear futurepronuncation, *j/ll* |
| Spring Term 1 | 3. ¡A comer!4. ¿Qué hacemos? | fillers, conversational questionsarranging to go outplaces to goprepositional phrasesquestions wordstimemaking excuses*tenqo que…* | present tense + preterite tense, 1st/3rd personfuture, 1st person*a + el = al, de + el = del*conditional + infinitive, 1st/2nd personpronunciation, *h**querer, poder*, present tense*tener que* + infinitivequestion types, *¿Quieres?, ¿**Te gustaría?* |
| Spring Term 2 | 4. ¿Qué hacemos? | preparations before going outsequencers, frequency words, time expressionsthis, theseclothing items + colourssporting events, passions*ir/llevar* – questions about outfitsdescribing a fancy-dress outfit | reflexive verbs, 1st person, presentadjective agreementdemonstrative adjective agreementpronunciation, *j/z*present, preterit, near future tensechanging adjective endingsword types, variations in meaning |
| **When** | **Module** | **Language Content** | **Grammar** |
| Summer Term 1 | 5. Operación Verano | home, house locations*tener/estar*, 3rd person, presentrooms, facilitiesholiday activities – infinitives, what you can do asking + giving directionsplaces of interest(dis)likessummer camp activitiesconversation fillersdescribing a world triptime markers | *ser/estar*, present tensecomparative, *más/menos … que**se puede(n)* + infinitvesuperlative, *el/la/los/las más … de*imperative, *tú* formpronunciation, *z*present tensepreterit tensenear future tenseconditional, 1st personpronunciation, trema |
| **Year 8 : KS4 Viva (Foundation) / Higher** | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| **When** | **Module** | **Language Content** | **Grammar** |
| Summer Term 2 | 1. ¡Desconéctate! | holiday activities, details, preferencesweatherfrequency words, conjunctionsverbs of opinion, negativesquestion wordsdirections, locations, destinationsseasonstime expressions, sequencersaccommodation, facilitiesintensifiers, adjectivespercentages | regular, stem changing verbs, present *hacer* (weather phrases)*ser, tener, ir*, present tensereflexive verbs of opinion, 1st/3rd personopinion verb + infinitivepreterite tense, regular verbs*ser/ir*, preterite tenseimperfect3rd personexclamatory phrases, ¡*Qué …*!Superlatives |

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| **KS4 (YEAR 9) SPANISH - CURRICULUM IMPLEMENTATION PLAN** |

**Year 9: KS4 Viva (Foundation) / Higher** |
| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 1. ¡Desconéctate! | opinion phrases, structures, sequencers, qualifiers, questionspast holiday: activities, location, accommodation, facilities, room typesadjectives, best-worst momentshigher numbersbooking accommodationaccommodation: problems, consequences, room types/facilities/items town | Preteriteimperfectexclamatory phrasessuperlatives*usted* form | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook lookshomework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Autumn Term 2 | 2. Mi vida en el insti | opinion verbs school: subjects, uniform, teachers, routine, transport, facilities, rules, problems qualifiers, time expressions colours negativesphrases for discussion, exclamationsschool exchangeextracurricular activities + achievements | Comparativesadjective agreementpresent, preterite, imperfect tenses(*no) se debe/permite* + infinitivepronunciation patterns, question types near future tense *desde hace…*direct object pronounsreflexive verbs |
| Spring Term 1 | 3. Mi gente | frequency words, qualifiers, prepositionsconversational/spontaneous phrases excuses, question wordssocial networking: types, activitiesfamily membersphysical appearance + personalityfeatures + uses of appsmaking arrangements | possessive adjectivespresent tense, regular verbs*poder/querer*, present tenseadjective agreements*tener/ser/llevar,* present tense*para* + infinitive3rd person verb formpresent tense continuous, 1st personcomparative |
| Spring Term 2 | 3. Mi gente4. Intereses e influencias | reading materialconjunctions, frequency words, similesreading preferences + justificationsrelationshipsphysical appearance + personalityfree-time activitiespocket money items  | Comparativereflexive verbs, 1st person, presentcognates*ser/estar*, present tensestem-changing verbpronunciation, cognates and near cognates |
| **When** | **Module** | **Language Content** | **Grammar** |
| Summer Term 1 | 4. Intereses e influencias | TV programmes/filmshabits / free-time activities frequency wordstime expressionssport, music, instruments*ya no,* no longer trendsdescribing a film/show/bookpocket money itemsadvantages/necessities of activities | definite articleadjectives (nationality)stem-changing verb*soler* + INFdirect object pronounspreterite tense |
| Summer Term 2 | 4. Intereses e influencias5. Ciudades | entertainment : types, preferences, viewing habits, activities and trendsdebate phrases ([dis]agreeing, explaining preferences)*algunos/otros/muchos/demasiados*questions (cinema), typesrole model, examples of inspiring actsplaces in town/cityasking for/understanding directionssome, many, lotsprepositionsadjectives, townshops, souvenirs, asking for helpopening/closing timesmoney, prices, asking about the price | *tener ganas de* + infinitiveperfect tense (3rd person), irregularsnear future*usted* verb formimperfect tensepreteritee as a replacement for ya + el= al, de + el= del |

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| **Year 10 : KS4 Viva (Foundation) / Higher** |
| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 5. Ciudades | landscape, climateregion (location, features)question wordsactivities linked to town/regionarranging an activity, futureexclamationsgeography of Spainweather phrasesshopping for clothes and presentsexplaining preferencesqualifiersasking questions about purchases | *se puede(n)* + infinitivesimple future *si* + present, *si* + futuredemonstrative adjectivesconditional  | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook lookshomework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Autumn Term 2 | 5. Ciudades6. De costumbre | problems in a towntime expressions(dis)advantages of town/regiondescribing a visit, best-worse momentactivities, pastdaily routinesmealtimes, foods, describing Spanish food or drink12-hour clock timessequencers, connectivesillnesses and injuriesasking for help at a pharmacy*tener* expressions (hot, cold, pain)body partsremedies, treatments | *tan, tanto*presentimperfect tensepreteriteimperfectsimple futurereflexive verbs, present tense, 1st person*estar*, 1st person, presentpronunciation, cognates*tener dolor de, doler*, 1st person*desde hace…**me quedé*, multiple meaningreflexive verbs, perfect |
| **When** | **Module** | **Language Content** | **Grammar** |
| Spring Term 1 | 6. De costumbre | typical foodsverbs of opinionquantity expressionsfestivals + descriptionsquestions wordcelebratory activitiesdescribing a special dayfestival activities, past | *me gusta(ría)*verbs, 1st/3rd person, pluralreflexive verbs, preterite, perfectpassive, avoiding the passive |
| Spring Term 2 | 6. De costumbre | questions, restaurantmenu items/languageordering/problems at a restaurantadjectives, ending in *-ísimo*music festivals‘before/after’ (doing)adjectives, music/artistsactivities + problems, past and future | *Estar**después de* + infinitive*acabar de* + infinitiveabsolute superlativepreterite irregularsimperfect |
| Summer Term 1 | 8. Hacia un mundo major | environmental issuestypes of housinglocations, accommodationhouse facilities, present + conditional(healthy) eating habits, present + futurediet-related problemsnutrition terms | 3rd person verb formspresentnear future |
| Summer Term 2 | 8. Hacia un mundo major | global issuessolutions to global problemshigh numbers*hay que…*problems in your regionpositive/negative lifestyle choiceslocal actions, consequences of choices (past and future)discussing solutions, pros-consformal argument phrases | *se debería* + infinitivesuperlativepresent subjunctivesubjunctive commands |
|  |  | **WORK EXPERIENCE** |  |

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| **Year 11 : KS4 Viva (Foundation) / Higher** |
| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 8. Hacia un mundo major | positive/negative lifestyle choicesdiscussing pros/consconsequences, past and futureinternational sporting events(dis)advantages of eventsnatural disasters describing pre/post a natural disasterways/establishments to support | 3rd person verb formspluperfect tenseimperfect continuous | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Viva)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks**mock speaking exams – October and February** |
|  |  | **MOCK EXAMS**  |  |
| Autumn Term 2 | 7. ¡A currar! | jobs + responsibilitiesjob preferences adjectives, jobs/characteristicsways to earn moneyfrequency wordswork experience locationsactivities, work experiencealternatives to ‘and’describing people/jobs in the pastlanguages 24-hour clockadvantages of languages(dis)advantages of travelquestions, transportationtypes of transport/tickets | masculine/feminine nounsomitting indefinite article (jobs)verbs followed by infinitiveconditionalrecognising words with multiple meaningspreterite tenseimperfect tensepresent continuous*lo* +adjective*desde hace* + timesaber, conocerindirect object pronouns |
| Spring Term 1 | 7. ¡A currar! | applying for a summer jobplans for the future, verbs to express future letter conventionsjobs/activities to do in a gap yeartravel: types, dis)advantages of travel) time, 24-hour clockquestions, transportation | perfect tensesimple future *si* clauses |
|  |  | **MOCK EXAMS 2**  |  |
| Spring Term 2 | Exam practice – focus on speaking | **GCSE speaking April** |
| Summer Term 1 | Exam practice | **GCSE listening, reading, writing** |

**Modern Languages Implementation Plan: Spanish (Year 7)**

**Equal opportunities**

Students are taught in setted groups. There are two ability groups, Set 1 and Set 2, along with two parallel lower ability groups which are taught as mixed sets. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of target language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – APE, use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with Spanish culture in different time settings.

**Skills coverage**

Development of literacy and oracy skills throughout Years 7 and 8; teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS3 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale

**National Curriculum**

In KS3, students follow the Pearson course for Spanish which enables them to develop their language skills as set out in the National Curriculum (2013)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 7 – Autumn Term 1**

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| **VIVA 1: MODULE 1: Mi Vida** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Cómo te llamas | GreetingsPronunciation | PronunciationDefinitive articles, single & pluralRegular verbs, 1st /2nd person, sing., Present tense | GV1GV2LC5 | Year 7 students should have had a language learning experience in KS2 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishWriting - letter | **End of Module Assessment**Speaking(steps 1-4)Listening(steps 1-4)Reading(steps 1-4)Writing(steps 1-4)Translation into English(steps 2-4)Translation into Spanish(steps 1-4)Grammar |
| Unit 2 | ¿Qué tipo de persona eres? | Personality traitsExpressing opinionsLikesConnectives | Adjective agreement, sing.*Ser*, 1st-3rd person, present tense, sing.NegativesPronunciation, stress & accents | GV2LC6LC8 |
| Unit 3 | ¿Tienes hermanos? | Numbers 1-15AgeBrothers and sisters | *Tener*, 1st – 3rd person, sing.Indefinite article, sing.Pronunciation, n/ñ | GV2LC5LC6 |
| Unit 4 | ¿Cuándo es tu cumpleaños? | MonthsNumbers 1-31BirthdayAlphabetSpelling wordsPossessive pronouns (sg.) |  | LC2LC5LC7 |
| Unit 5 | ¿Tienes mascotas? | PetsColoursIntensifiersDescriptive phrasesQuestion words | Adjective agreement, pl.Regular verbs, 3rd person, pl., Present | GV2GV3 |
| Unit 6 | Como soy | Review of units 1-5 | Review of units 1-5 | GV3LC4LC6 |
| Skills:Basic grammar; listening to transcribe; listening for clues; conversation skills, asking questions; attaining accurate pronunciation; translate into English; writing for creativity; reading literary texts |

**Year 7 – Autumn Term 2**

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| **VIVA 1: MODULE 2 : Mi tiempo libre** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Qué te gusta hacer? | OpinionsActivitiesConnectivesJustifications | Opinion + infinitive verbPronunciation, *j/d* | GV2GV3LC4 | Unit 1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting – forum message | **End of Module Assessment**Speaking(steps 1-5)Listening(steps 1-5)Reading(steps 1-5)Writing(steps 1-5)Translation into English(steps 2-5)Translation into Spanish(steps 1-5)Grammar |
| Unit 2 | ¿Catas karaoke? | Question wordsDaily activitiesFrequency words | -ar verbs, present  | GV1LC6 | V1M1 |
| Unit 3 | ¿Qué haces cuando llueve? | Weather phrasesSeasonsConnectives | *Hacer*, 3rd person, presentPronunciation, *ll* | LC6LC8 |  |
| Unit 4 | ¿Qué deportes haces? | SportsDays of the week | *Hacer*, present*Jugar*, presentPronunciation, *e/i/c* | GV2GV3LC1 |  |
| Unit 5 | ¿Eres fanático? | Review of units 1-4 | Review of units 1-4 | GV3LC6 |  |
| Unit 6 | ¿Qué haces en tu tiemp libre? | Review of units 1-4 | Review of units 1-4 |  |  |
| Skills:Translating for meaning; reading for the gist; using context to understand unknown words and texts; using cognates; writing extended sentences; speaking to express opinions; using sophisticated language (intensifiers, connectives, frequency); using question words; role play tasks; negatives in listening |

**Year 7 – Autumn Term 2**

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| **VIVA 1: MODULE 3 : Mi insti** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Qué estudias? | Question wordsSchool subjectsTimes of dayArticles | -ar verbs, *nosotros* formPronunciation, *y🡪 e,soft c*  | GV3LC3 | V1M2 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting – short writing task | **End of Module Assessment**Speaking(steps 1-5)Listening(steps 1-5)Reading(steps 1-5)Writing(steps 1-5)Translation into English(steps 2-5)Translation into Spanish(steps 1-5)Grammar |
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| Skills: Reading skills (using context, cognates, textual conventions); speaking to describe, express opinion, respond to different question types; listening skills (prediction, pictures); justify using porque; check SPAG; using sophisticated language (intensifiers, connectives, frequency) |

**Year 7 – Spring Term 1**

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| **VIVA 1: MODULE 3 : Mi insti** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 2 | ¿Te gustan las ciencias? | ¿Te gusta(n) …?OpinionsAdjectives – subjectsAdjectives – teachersJustification - porque | Definitive articlesword orderPronunciation, *g**Me gusta(n)*Adjective agreement, sing. & pl. | GV2GV4LC4 | V1M2V1M1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting – short writing task | **End of Module Assessment**Speaking(steps 1-5)Listening(steps 1-5)Reading(steps 1-5)Writing(steps 1-5)Translation into English(steps 2-5)Translation into Spanish(steps 1-5)Grammar |
| Unit 3 | ¿Qué hay en tu insti? | Hay…School facilitiesAdjectivesIndefinite articles | Indefinite articles, pluralDefinitive articles, plural | GV2GV4LC8 | V1M1 |
| Unit 4 | Durante el recreo | food & drinkbreaktime activitiestime expressionssequencers | -er/-ir verbs, present tense | GV1LC6 | V1M1 |
| Unit 5 | ¿Te gusta tu instituto? | Review of units 1-4 |  | LC1LC5 |  |
| Unit 6 | ¿Cómo es tu insti? | Review of units 1-4 |  | GV4LC4 |  |
|  |  |  |  |  |  |
| Skills:Reading skills (using context, cognates, textual conventions); speaking to describe, express opinion, respond to different question types; listening skills (prediction, pictures); justify using porque; check SPAG; using sophisticated language (intensifiers, connectives, frequency) |

**Year 7 – Spring Term 2**

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| **VIVA 1: MODULE 4 : Mi familia y mis amigos** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Cuântas personas hay en tu familia? | Family membersNumbers 50-100 | Possessive adjectives | GV2GV3LC1 | V1M1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishTranslation into SpanishWriting – descriptive task | **End of Module Assessment**Speaking(steps 1-5)Listening(steps 1-5)Reading(steps 1-5)Writing(steps 1-5)Translation into English(steps 2-5)Translation into Spanish(steps 1-5)Grammar |
| Unit 2 | ¿De qué color tienes los ojos? | ColoursEyes, hair | *Tener*, present tense*Ser*, present tensepronunciation, *l/ll* | GV2LC6LC8 | V1M1 |
| Unit 3 | ¿Cómo es? | Adjectives – appearanceFacial featuresintensifiers | Adjective agreement | LC6LC8 | V1M1 |
| Unit 4 | ¿Cómo es tu casa o tu piso? | AccommodationAdjectives – homeLocationsDirections | *Estar*, present tense | GV2LC5 |  |
| Unit 5 | El carnaval en familia | Review of units 1-4 | Review of units 1-4 | GV3LC6 |  |
| Unit 6 | Autorretrato | Review of units 1-4 | Review of units 1-4 | LC4LC5 |  |
| Skills:Dictionary skills; recognising word types; speaking skills to include sophisticated details, develop presentation skills; describing others; using verbs, (ir)regular verbs and 3rd person |

**Year 7 – Summer Term 1**

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| **VIVA 1: MODULE 5 : Mi ciudad** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Qué hay en tu ciudad? | Locations – town(no) hay…Question words | ArticlesAdjective agreement | GV2LC1LC4 | V1M1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishWriting - article | **End of Module Assessment**Speaking(steps 1-6)Listening(steps 1-6)Reading(steps 1-6)Writing(steps 1-6)Translation into English(steps 2-6)Translation into Spanish(steps 1-6)Grammar |
| Unit 2 | ¿Qué haces en la ciudad? | Time, hours and minutesVoy al/de | Ir, present tensepronunciation, zAl/a la / a los | GV2LC1LC5 |  |
| Unit 3 | En la cafeteria | DrinksFood – tapasMaking an order | Querer, present tense | GV2LC3 | V1M2 |
| Unit 4 | ¿Qué vas a hacer? | Talking about plansweekend activitiesSequencers | Near future tense, ir + infinitivePronunciation b/v | GV1LC3LC6 | V1M1-4 |
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| Skills:Using two time frames accurately; prediction skills (positives/negatives, red herrings); writing detailed sentences to describe; self-correction skills; listening for details, distractors, accents; talking about the future; conversation skills to answer and ask questions; translation into English; reading skills to use context/common sense; using sophisticated language (intensifiers, connectives, frequency) |

**Year 7 – Summer Term 2**

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| **VIVA 1: MODULE 5 : Mi ciudad** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 5 | ¿Te gusta tu ciudad? | Review of units 1-4 | Review of units 1-4 | GV3LC1 |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishWriting - article | **End of Module Assessment**Speaking(steps 1-6)Listening(steps 1-6)Reading(steps 1-6)Writing(steps 1-6)Translation into English(steps 2-6)Translation into Spanish(steps 1-6)Grammar |
| Unit 6 | Mi vida en La Havana | Review of units 1-4 | Review of units 1-4 | GV4LC4LC8 |  |
| Skills:Using two time frames accurately; prediction skills (positives/negatives, red herrings); writing detailed sentences to describe; self-correction skills; listening for details, distractors, accents; talking about the future; conversation skills to answer and ask questions; translation into English; reading skills to use context/common sense; using sophisticated language (intensifiers, connectives, frequency) |

**Year 7 – Summer Term 2**

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| **VIVA 2: MODULE 1 : Mis vacaciones** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | De vacaciones | Time expressionsQuestion wordsCountriesTransportExclamations | *Ir*, preteritepronunciation, *vowels**Qué* + adjective | GV1LC1LC4 | V1M5V1M1,2,5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishWriting - message | **End of Module Assessment**Speaking(steps 1-5)Listening(steps 1-5)Reading(steps 1-5)Writing(steps 1-5)Translation into Spanish(steps 1-5)Grammar(steps 3-5) |
| Unit 2 | ¿Qué hiciste? | Holiday activities – pastSequencers | -ar verbs, preterite*Sacar*, stem changing, preteriteNegatives | GV1LC3LC6 | V1M3V1M5 |
| Unit 3 | El ultimo día | Holiday activities 2 – Past tenseSequencers | *-er/-ir* verbs, preterite *Ver*, irregular, preterite*a + el = al* | GV1LC6LC8 |  |
|  |
| Skills:Communicating in a 2nd time frame; describing a past event; conversation skills; sequence events; translation into English; using literary texts; accurate pronunciation;  |

**Modern Languages Implementation Plan : Spanish (Year 8)**

**Equal opportunities**

Students are taught in setted groups. There are two ability groups, Set 1 and Set 2, along with two parallel lower ability groups which are taught as mixed sets. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of target language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – APE, use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with Spanish culture in different time settings.

**Skills coverage**

Development of literacy and oracy skills throughout Years 7 and 8; teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

\* **TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative? **S**ubject

**Assessment**

In KS3 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale.

**National Curriculum**

In KS3, students follow the Pearson course for Spanish which enables them to develop their language skills as set out in the National Curriculum (2013)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 8 – Autumn Term 1**

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| **VIVA 2: MODULE 1 : Mis vacaciones** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 4 | ¿Cómo te fue? | *¿Cómo te fue?*AdjectivesQuestion wordsOpinions – pastDescriptions - past | *Ser*, preteritePronunciation, *r/rr* | GV1LC5LC7 | V1M1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishWriting - message | **End of Module Assessment**Speaking(steps 1-5)Listening(steps 1-5)Reading(steps 1-5)Writing(steps 1-5)Translation into English(steps 2-5)Translation into Spanish(steps 1-5)Grammar(steps 1-5) |
| Unit 5 | El verano pasado | Review of units 1-4 | Review of units 1-4 | GV4LC4LC5 | V1M5 |
| Skills:Using two time frames accurately; prediction skills (positives/negatives, red herrings); writing detailed sentences to describe; self-correction skills; listening for details, distractors, accents; talking about the future; conversation skills to answer and ask questions; translation into English; reading skills to use context/common sense; using sophisticated language (intensifiers, connectives, frequency) |

**Year 8 – Autumn Term 1**

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| **VIVA 2 : MODULE 2 : Todo sobre mi vida** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | Mi vida, mi móvil | ¿Qué haces con tu móvil?Activities – mobile phoneFrequency expressions | Regular verbs, present tenseStem-changing verbs‘You’ form in questions | GV1LC5LC3 | V1M1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting task - blog | **End of Module Assessment**Speaking(steps 1 - 6)Listening(steps 1 - 5)Reading(steps 1 - 6)Writing(steps 1 -6)Translation into Spanish(steps 1 - 6)Grammar(steps 4 – 6) |
| Unit 2 | ¿Qué tipo de música te gusta?  | ¿Qué tipo de música te gusta?LikesMusic genresMusic termsOpinion phrasesJustificationaAdjectives | *Me gusta* + definite article | GV3LC4 | V1M3V1M2V1M4 |
| Unit 3 | Prefiero las comedias  | TV programmesIndefinite articlesComparativeadjectivesConversational phrases | *Preferir*, present tense*Más…que*Articles | GV2LC1LC5 | V1M4 |
| Unit 4 | ¿Qué hiciste ayer? | ¿Qué hiciste ayer?activites – past tenseTime markers Sequencers | *Hacer*, preteriteUsing two timeframes  | GV1LC2LC8 | V2M2 |
|  |
| Skills: Listening to transcribe; TRAPS; reading authentic texts; reading and using cognates, context, layout and pictures; reading for key details; speaking in a conversation, to compare, to answer YES/NO questions; writing creatively |

**Year 9 – Autumn Term 2**

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| **VIVA 2 : MODULE 2 : Todo sobre mi vida** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 5 | Mi guía  | TV guide | Using cognates/near cognates | GV3LC6 |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting task - blog | **End of Module Assessment**Speaking(steps 1 - 6)Listening(steps 1 - 5)Reading(steps 1 - 6)Writing(steps 1 -6)Translation into Spanish(steps 1 - 6)Grammar(steps 4 – 6) |
| Extension | Mi vida, tu vida | Review of units 1-5 | Verbs, (ir)regular, present and preterit, 3rd personWord syntax | GV1LC5LC6 | V1M4 |
| Skills: Listening to transcribe; TRAPS; reading authentic texts; reading and using cognates, context, layout and pictures; reading for key details; speaking in a conversation, to compare, to answer YES/NO questions; writing creatively |

**Year 9 – Autumn Term** **2**

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| **VIVA 2 : MODULE 3 : ¡A comer!** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Qué te gusta comer? | *¿Qué te gusta beber/comer?*Verbs of opinionFoodsExclamations, *¡qué…!* | Irregular feminine words, *el agua**me gusta(n)* + definite articlePronunciation, ñ | GV3LC2LC8 | V2M1V1M2,5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishTranslation into Spanish | **End of Module Assessment**Speaking(steps 1 - 7)Listening(steps 1 - 7)Reading(steps 1 - 7)Writing(steps 1 -7)Translation into Spanish(steps 1 - 7)Grammar(steps 3 – 7) |
| Unit 2 | ¿Qué desayunas? | ¿Qué desayunas/comes / cenas ?Meals and foodsTimeSequencersYesterday I ate… | Negatives, *nunca/nada*Different ways of saying to eatPreterite, first person, singular | GV2LC1LC7 |  |
| Unit 3 | En el restaurante | Restaurant questionsUseful phrases – I’m hungry, thirsty etc.CoursesFood | Formal vs. informal, tú, usted(es)Near future, 1st person, singular | GV4LC4LC4 | V1M5 |
| Unit 4 | ¿Qué vamos a comprar? | ¿Qué vas a traer/compar?Details – time, place, dayingredients  | Near futurePronuncation, *j/ll* | GV1LC5LC8 |  |
|  |
| Skills: Use three tenses together; listening to transcribe and to respond; writing creatively, making sentences more interesting ; speaking to express opinions, deal with the unexpected; using prediction skills; reading for the gist; recognising cognates/near cognates |

**Year 8 – Spring Term 1**

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| **VIVA 2 : MODULE 3 : ¡A comer!** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 5 | ¡Fiesta! | Time expressions, past, present, future  | Present tensepreterit tense, 1st/3rd personFuture, 1st person | GV1LC4LC6 | V1M4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishTranslation into Spanish | **End of Module Assessment**Speaking(steps 1 - 7)Listening(steps 1 - 7)Reading(steps 1 - 7)Writing(steps 1 -7)Translation into Spanish(steps 1 - 7)Grammar(steps 3 – 7) |
| Unit 6 | ¿Y tú? ¿Qué opinas? | FillersConversational questions | Review of units 1-5 | GV3LC3LC5 | V1M2 |
| Skills: Use three tenses together; listening to transcribe and to respond; writing creatively, making sentences more interesting ; speaking to express opinions, deal with the unexpected; using prediction skills; reading for the gist; recognising cognates/near cognates |

**Year 8 – Spring Term 1**

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| **VIVA 2 : MODULE 4 : ¿Qué hacemos?** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Te gustaría ir al cine? | Arranging to go outPlaces to goprepositional phrasesQuestion wordsTime | *A + el = al**De + el = del*Conditional + infinitive, 1st/2nd personPronunciation, *h* | GV2LC5LC6 | V1M1,3,4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting task - blog | **End of Module Assessment**Speaking(steps 1 - 6)Listening(steps 1 - 7)Reading(steps 1 - 5)Writing(steps 1 -7)Translation into Spanish(steps 1 - 7)Grammar(steps 2 – 5) |
| Unit 2 | Lo siento, no puedo | Making excuses*Tenqo que…* | Stem changing verbs, present tense*Querer, poder*, present tense*Tener que* + infinitiveQuestion types, *¿Quieres?, ¿Te gustaría?* | GV2LC3LC4 | V2M2V1M2,5 |
|  |  |  |  |  |  |
| Skills: translation into English; communicating in three timeframes; translation into Spanish; using a Sp-Eng dictionary; TRAPS |

**Year 8 – Spring Term 2**

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| **VIVA 2 : MODULE 4 : ¿Qué hacemos?** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 3 | ¿Cómo te preparas? | Preparations before Going outSequencersFrequency words | Reflexive verbs, 1st person, present | GV2LC6LC8 |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting task - blog | **End of Module Assessment**Speaking(steps 1 - 6)Listening(steps 1 - 7)Reading(steps 1 - 5)Writing(steps 1 -7)Translation into Spanish(steps 1 - 7)Grammar(steps 2 – 5) |
| Unit 4 | ¿Qué vas a llevar? | Questions - what you wear/going to wearThis, theseClothing itemsColours | Adjective agreementDemonstrative adjective AgreementPronunciation, *j/z* | GV2LC1LC4 | V1M1,3,4 |
| Unit 5 | ¡Hoy partido! | Talking about sporting eventsTime expressionsMy passion is… | Present tensePreterit tenseNear future tense | GV1LC5LC8 | V2M3V2M1V1M3,5 |
| Unit 6 | El baile de disfraces | *Ir/llevar*, preterit tenseDescribing a fancy-dress outfitReview of units 1-5 | Changing adjective endingsWord types, variations in meaning | GV3LC4LC8 | V1M4 |
|  |
| Skills: Translation into English; communicating in three timeframes; translation into Spanish; using a Sp-Eng dictionary; TRAPS |

**Year 8 – Summer Term 1**

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| **VIVA 2 : MODULE 5 : Operación Verano** |
| **Topic** | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** |
| Unit 1 | ¿Qué casa prefieres? | Describing a homeAdjectives – houselocations*Tener/estar*, 3rd person, presentrooms and facilitiesOpinionJustification | *Ser/estar*, present tenseComparative, *más/menos … que* | GV2LC2LC3 | V1M4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into SpanishWriting task – describing a holiday | **End of Module Assessment**Speaking(steps 1 - 7)Listening(steps 1 - 7)Reading(steps 1 - 7)Writing(steps 1 -7)Translation into Spanish(steps 1 - 7)Grammar(steps 4 – 6) |
| Unit 2 | ¿Qué se puede hacer en…? | Holiday activities – Infinitives Uou can, *se puede(n)* | *se puede(n)* + infinitveSuperlative, *el/la/los/las más … de* | GV2LC4LC8 | V2M4 |
| Unit 3 | ¿Dónde está? | Asking for directionsPlaces of interestGiving directions | Imperative, *tú* formPronunciation, *z* | GV2LC2LC6 |  |
| Unit 4 | Campamentos de verano | Likes and dislikesTalking about summer campsActivities – futureconversation fillers | Present tensePreterit tenseNear future tenseConditional, 1st personpronunciation, trema | GV1LC5 | V2M3,4 |
| Unit 5 | ¡Destinos! | Describing a world tripTime markers – past, Present, futureReview of units 1-4 | Review of units 1-4 |  | V1M1,2,5 |
| Skills:Translation into Spanish; listening for the gist, time expressions and timeframes; communicating in three timeframes; speaking confidently with accurate pronunciation; transcription; listening to longer, more challenging passages; reading to recognise key words; speaking to react  |

**Year 8 – Summer Term 2 (Foundation)**

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| **KS4 Viva : Module 1 : ¡Desconéctate!** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Holiday activities WeatherFrequency wordsConjunctions  | Regular verbs, present *Hacer* (weather phrases) | V1M2 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture task | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 1 | ¿Cómo prefieres pasar las vacaciones? | Verbs of opinionQuestion wordsDirections + locationsholiday activitiesSeasons  | *Ser, tener, ir*, present tenseReflexive verbs of opinion, 1st/3rd personopinion verb + infinitive | V1M2/5V2M4V1M2 |
| Unit 2 | ¿Adonde fuiste? | Basic holiday details, pastTime expressions, pastQuestion phrasesConjunctions, negativesOpinion phrases | Preterit tense, regular verbs*Ser/ir*, preterit tense | V2M1 |
| Unit 3 | ¡Destino Barcelona! | Opinion phrases, pastSequencersDescribing a past holiday; Activities, location, Accommodation, facilitiesqualifiersAdjectives | Preterite + imperfect, 1st/ 3rd person, (ir)regular Exclamatory phrases, ¡*Qué …*!Superlatives | V2M1,2V2M5 |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
|  |
| Skills: Decoding question words; listening for opinions; writing a longer text; using three timeframes accurately in spoken/written communication; conversation skills; identifying and using conjunctions; writing extended texts using opinions, conjunctions and negatives; speaking to make reservations; TRAPS |

**Year 8 – Summer Term 2 (Higher)**

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| **KS4 Viva : Module 1 : ¡Desconéctate!** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Holiday activities WeatherQuestion wordsVerbs of opinion | Regular verbs, present Hacer (weather phrases)Preterite tense | V1M2,3V2M1,2,3 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishTranslation into SpanishWriting – 90 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 1 | ¿Qué haces en verano? | Holiday activitiesSeasons, directionsFrequency words | Present tense | V1M2,3 |
| Unit 2 | ¿Cómo prefieres pasar las vacaciones? | Holiday activities and preferencesVerbs of opinion PercentagesConjunctions, *dado que, puesto que ya que*Justification for wider interestsHoliday destinations | present tense, stem Changing verbs | V1M2, V2M2 |
|  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening to identify person, verb endings; speaking about others; listening for opinions; reading and listening to understand new words; speaking using a variety of language; reformulating questions to structure answers; use time multiple frames accurately, using a range of verb forms |

**Modern Languages Implementation Plan : Spanish**

(KS4 Foundation Tier)

**Equal opportunities**

Students are taught in setted groups. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of target language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – APE, use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with Spanish culture in different time settings.

**Skills coverage**

Development of literacy and oracy skills throughout the Key Stage; building on the skills developed in Key Stage Three. Teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

\* **TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative? **S**ubject

**Assessment**

In KS4 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale.



**National Curriculum**

In KS4, students follow the Pearson course for Spanish. There is no National Curriculum for Modern Languages in Key Stage Four but students continue to develop their language skills as set out in the National Curriculum for Key Stage Three (2014).

**National Curriculum for Modern Foreign Languages at Key Stage Three**

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 9 – Autumn Term 1**

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| **KS4 Viva : Module 1 : ¡Desconéctate!** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 3 | ¡Destino Barcelona! | Opinion phrases, pastSequencersDescribing a past holiday; activities, location, accommodation, facilitiesQualifiersAdjectives | Preterite + imperfect, 1st/ 3rd person, (ir)regular Exclamatory phrases, ¡*Qué …*!Superlatives | V2M1,2V2M5Y7 + Y8 –holidays, sequencers | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture task | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Unit 4 | Quisiera reservar… | Higher numbersBooking accommodationProblems with accommodationQuestionsRoom types/facilities/items*(no) hay…* | *Usted*, present tense, (ir)regular Verbs | V2M3Y7 + 8 – accommodation  |
| Unit 5 | Mis vacaciones desastrosas | Positive/negative opinionsRecounting a previous holidaySequencersConjunctionsHolidays activities, past  | Present, preterite, imperfect tenses, (ir)regular verbs | V1M2/V2M4/M4Y8 – past holiday  |
| Skills: Decoding question words; listening for opinions; writing a longer text; using three timeframes accurately in spoken/written communication; conversation skills; identifying and using conjunctions; writing extended texts using opinions, conjunctions and negatives; speaking to make reservations; TRAPS |

**Year 9 – Autumn Term 2**

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| **KS4 Viva : Module 2 : Mi vida en el insti** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Opinion verbs, 1st personSchool subjects JustificationAdjectives, subjects/teachersQualifiers  | ComparativesAdjective agreement, gender & quantity | V2M2/5V1M1,3,4Y7 – school subjects | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklet**Translation into EnglishWriting - email | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | School uniformColoursSchool dayTime expressionsadjectives, uniformJustificationTransport | Adjective agreement, -*o/a,* *-e, consonant endings**Tener que* + infinitive | V1M1,3,4V2M4Y7 + 8 – telling the time, time expressionY8 - clothing |
| Unit 1 | ¡Mi nuevo insti! | NegativesSchool facilities Adjectives, school | Present tenseImperfect tense | V1M2Y7- school facilities |
| Unit 2 | ¡Está prohibido! | School rules/problemsPhrases for discussion | (*no) se debe/permite* + infinitivePronunciation patterns  | V1M1 | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Unit 3 | ¡Destino Zaragoza! | Talking about a school exchangeQuestion wordsActivities, school exchange | Near future tense | V1M5Y7 – school activities |
| Unit 4 | Mis clubs y mis éxitos | School activities/achievementsTime expressions, past | *Desde hace…*Direct object pronounsPresent, preterite, near future tenses | V2M3V1M1, V2M1 |
| Skills: Listening for distractors; listening for ideas using different words or distractors; conversational skills; listening for time expressions; applying pronunciation patterns to new words; TRAPS |

**Year 9 – Spring Term 1**

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| **KS4 Viva : Module 3 : Mi gente** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Frequency wordsExcusesWays to socialiseFamily members | Possessive adjectivesPresent tense, regular verbs*Poder/querer*, present tense | V1M4V1M2V2M4Y7 – family | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture taskExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Physical appearanceQualifiersAdjectives, personality and appearance¿*Cómo es…*? | Adjective agreements, *-o/a, -e, Consontant, -or/ora, ista**Tener/ser/llevar,* present tense | V1M1,3,4/V2M4V1M1,4Y7 - appearance |
| Unit 1 | Mis aplicaciones favoritas | Activities, social networksAdjectives, social networking | *Para* + infinitivepresent tense, 3rd person, Singular & plural | V1M4 |
| Unit 2 | ¿Qué estás haciendo? | Activities, present continuousMaking excusesConversational/spontaneous phrases | Present tense continuous, 1st person, singular & plural | Y7 – plans, weekend activities Y8 – making excuses, preparing to go out |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Reading to pick out key information; improvising dialogues; listening to decode register; reading to understand ideas expressed in different ways; translation skills; referring to others; speaking to make arrangements; justify opinions; writing a structured answer; TRAPS |

**Year 9 – Spring Term 2**

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| **KS4 Viva : Module 3 : Mi gente** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 3 | Leer es un placer | Reading materialConjunctionsJustificationsHigher tier structuresFrequency wordsReading preferencesJustifications | Comparative | V2M2/5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture taskExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Unit 4 | Retratos y relaciones | Describing relationshipsAdjectives, personalityJustificationFrequency wordsdescribing a friend | Reflexive verbs, 1st person, PresentCognates*Ser/estar*, present tense | V1M4V1M2,5V1M4Y7 – talking about others, appearance |
| Skills: Reading to pick out key information; improvising dialogues; listening to decode register; reading to understand ideas expressed in different ways; translation skills; referring to others; speaking to make arrangements; justify opinions; writing a structured answer; TRAPS |

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| **KS4 Viva : Module 4 : Intereses e influencias**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Free-time activitiesPocket moneyItems Frequency words | *Jugar* as stem-changing verbpronunciation, cognates and near cognates | V1M2,V2M2V1M1,2,5Y7 – free time, numbers | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishTranslation into EnglishWriting – email | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for time references; reading and listening for context, to understand and find missing words; listening for clues and question types; translation skills and strategies; pronunciation; using time frames and verb persons accurately; taking part in a debate or discussion about opinions; TRAPS |

**Year 9 – Spring Term 2**

**Year 9 – Summer Term 1**

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| **KS4 Viva : Module 4 : Intereses e influencias**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 2 |  | TV programmes/films | Definite articleAdjectives of nationality | V1M1,3 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklet**Translation into SpanishTranslation into EnglishWriting – email | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 1 | ¿Qué sueles hacer? | Habits / activities Frequency wordsTime expressionsSport, music, instruments | *Suelo* + infinitivePreterite tense | V2M1,2Y7 – sport, free timeY8 - music |
| Unit 2 | ¡Fanático del deporte! | Sports, present and imperfect*Ya no,* no longerTime expressions, past/present/ future | Imperfect tensePresent tense | M2V1M2 |
| Unit 3 | #Temas del momento | TrendsActivities, perfect tenseTime expressionsDescribing a film/show/book | Perfect tense, 1st person, regular verbs |  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for time references; reading and listening for context, to understand and find missing words; listening for clues and question types; translation skills and strategies; pronunciation; using time frames and verb persons accurately; taking part in a debate or discussion about opinions; TRAPS |

**Year 9 – Summer Term 2**

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| **KS4 Viva : Module 4 : Intereses e influencias**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | En directo | Types of entertainmentDebate phrases, Agreeing/disagreeingAdjectives, *algunos/otros/**muchos/demasiados*Justification, ways of viewingQuestion words, cinema related  | *Tener ganas de* + infinitive |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklet**Translation into SpanishTranslation into EnglishWriting – email | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | Modelos a seguir | Talking about an inspiring personJustification, examples of inspiration, present, perfectAdjectives, characteristics | Perfect tense 3rd person, regular verbs |  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for time references; reading and listening for context, to understand and find missing words; listening for clues and question types; translation skills and strategies; pronunciation; using time frames and verb persons accurately; taking part in a debate or discussion about opinions; TRAPS |

**Year 9 – Summer Term 2**

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| **KS4 Viva : Module 5 : Ciudades** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Places in town/cityAsking for directionsSome, many, lots(*no*) *hay…*Question words and typesPrepositionsadjectives, town |  | Y7 – place in town, directionsY8 – prepositional phrases | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture taskExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | ShopsOpening/closing timesSouvenirsAsking for helpMoney, pricesAsking about the price | Register, *usted* | V2M3Y7 - numbers |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Word families; listening for clues (antonyms, unknown words, cognates, time references) ; using tenses accurately; conversation skills (extended speech, using opinions, talking about preferences); listening for the gist; asking for and understanding directions; understanding prices expressed in different ways and shop names; asking and answering questions; recognising antonyms; using three 3 frames; TRAPS |

**Year 10 – Autumn Term 1**

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| **KS4 Viva : Module 5 : Ciudades** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 1 | ¿Cómo es tu zona? | LandscapeQuestion wordsClimateActivities linked to town/region | *Se puede(n)* + infinitive | Y7 – locations, seasons | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture taskExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 2 | ¿Qué harás mañana? | Arranging an activity, futureExclamationsWeather phrases | Simple future *Si* + present, *si* + future | Y7 – weather, exclamations | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Unit 3 | De compras | shopping for clothes and presentsExplaining preferencesQualifiersAsking questions about purchases | Demonstrative adjectives |  |
| Skills: Word families; listening for clues (antonyms, unknown words, cognates, time references) ; using tenses accurately; conversation skills (extended speech, using opinions, talking about preferences); listening for the gist; asking for and understanding directions; understanding prices expressed in different ways and shop names; asking and answering questions; recognising antonyms; using three 3 frames;TRAPS |

**Year 10 – Autumn Term 2**

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| **KS4 Viva : Module 5 : Ciudades** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | Los pros y los contras de la ciudad | Problems in a townTime expressions(dis)advantages of town/region | *Tan, tanto*presentImperfect tense | V1M2M4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – picture taskExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | ¡Destino Arequipa! | Describing a visitActivities, preterite | PreteriteImperfectsimple future | V2M1,2M4M5 |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Word families; listening for clues (antonyms, unknown words, cognates, time references) ; using tenses accurately; conversation skills (extended speech, using opinions, talking about preferences); listening for the gist; asking for and understanding directions; understanding prices expressed in different ways and shop names; asking and answering questions; recognising antonyms; using three 3 frames;TRAPS |

**Year 10 – Autumn Term 2**

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| **KS4 Viva : Module 6 : De costumbre** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Daily routinesmealtimes, foods12-hour clock timesSequencers, connectives | Reflexive verbs, present tense, 1st person | V2M4Y7+8 – food, time | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into EnglishExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Illnesses and injuriesAsking for help at a pharmacy *Tener* expressions (hot, cold, pain)Body partsRemedies, treatments | *Estar*, 1st person, present*Tener*Pronunciation, cognates*Tener dolor de, doler*, 1st person, present*Desde hace…* | V1M1,3,4 |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Speaking skills (extended speech using connectives, sequencers, time expressions); asking for help; reading skills (understanding new words, using clues, cognates, context and common sense); reading to infer meaning (literary texts); listening skills (for tenses/verb forms); TRAPS |

**Year 10 – Spring Term 1**

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| **KS4 Viva : Module 6 : De costumbre** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 1 | Dietas del mundo | Typical foodsVerbs of opinionQuantity expressions | *Me gusta(ría)*Verbs, 1st/3rd person, plural | V2M4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into EnglishExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 2 | ¡De fiesta! | Festivals Questions wordCelebratory activities | Verbs, 1st person, singular, plural | V1M4 |
| Unit 3 | Un día especial | Describing a special dayFestival activities, past | Reflexive verbs, preterite | V2M2,4 |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Speaking skills (extended speech using connectives, sequencers, time expressions); asking for help; reading skills (understanding new words, using clues, cognates, context and common sense); reading to infer meaning (literary texts); listening skills (for tenses/verb forms); TRAPS |

**Year 10 – Spring Term 2**

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| **KS4 Viva : Module 6 : De costumbre** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | ¡A comer! | Questions, restaurantmenu items/languageProblems at a restaurantadjectives, ending in *-ísimo* | *Estar* | V1M1,3,4Y8 – restaurant language, food | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into EnglishExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | El festival de música | talking about music festivalsSaying ‘before/after’ (doing)adjectives, music/artistsActivities, past and future | *Después de* + infinitive*Acabar de* + infinitive | Y8 – music terms, genres, opinions  |
|  |  |  |  |  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Speaking skills (extended speech using connectives, sequencers, time expressions); asking for help; reading skills (understanding new words, using clues, cognates, context and common sense); reading to infer meaning (literary texts); listening skills (for tenses/verb forms); TRAPS |

**Year 10 – Summer Term 1**

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| **KS4 Viva : Module 8 : Hacia un mundo major** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Environmental issuesTypes of housinglocations, accommodationHouse facilities | Verbs, 3rd person, singular  | V1M4, V2M2Y7 – locations, townY8 – housing, facilities | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklet**Translation into SpanishTranslation into EnglishExtended writing | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Talking about healthy eatingDiet-related problemsNutrition terms |  | Y8 - food |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for specific, correct information; using synonyms; listening to understand the gist; understanding timeframes; using time frames accurately; speaking to give reasons; using other verb forms; understanding equivalent expressions; TRAPS |

**Year 10 – Summer Term 2**

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| **KS4 Viva : Module 8 : Hacia un mundo major** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 1 | ¡Piensa globalmente…! | Global issuesSolutions to global problemsHigh numbers*Hay que…* | Superlative | V2M5Y7 – numbersY8 – housing, facilities | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklet**Translation into SpanishTranslation into EnglishExtended writing | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 2 | ¡Actúa localmente! | Problems in your regionLocal actionsdiscussing solutions | *Se debería* + infinitive | Y7 - locations, town |
|  |  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for specific, correct information; using synonyms; listening to understand the gist; understanding timeframes; using time frames accurately; speaking to give reasons; using other verb forms; understanding equivalent expressions; TRAPS |

**WORK EXPERIENCE**

**Year 11 – Summer Term 1**

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| **KS4 Viva : Module 8 : Hacia un mundo major** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 3 | ¡Vivir a tope! | Positive/negative lifestyle choicesDiscussing pros/consConsequences, past and future |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklet**Translation into SpanishTranslation into EnglishExtended writing | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 4 | ¡El deporte nos une! | International sporting events(dis)advantages of events | verbs, 3rd person plural, present | V1M2,4/ V2M2Y7+8 - sport |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for specific, correct information; using synonyms; listening to understand the gist; understanding timeframes; using time frames accurately; speaking to give reasons; using other verb forms; understanding equivalent expressions; TRAPS |

**MOCK EXAMS**

**Year 11 – Autumn Term 2**

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| **KS4 Viva : Module 7 : ¡A currar!** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 1 |  | Jobsjob responsibilitiesTalking about job preferencesAdjectives, jobs/characteristics | Masculine/feminine nounsomitting indefinite article (jobs) | V1M1V1M1,3,5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into English Writing – emailExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 1 | ¿Qué haces para ganar dinero? | Ways to earn moneyFrequency words | Verbs followed by infinitiveRecognising words with multiple meanings | V1M2 |
| Unit 2 | Mis prácticas laborales | Work experience locationsActivities, work experienceDescribing people/jobs in the past | preterite tenseImperfect tense | V2M1,2 |
| Unit 3 | ¿Por qué aprender idomas? | Languages24-hour clockAdvantages of languages(dis)advantages of travelQuestions, transportationTypes of transport/tickets | *Lo* +adjective*Desde hace* + time  | V2M3Y7- transportY7+8 - time | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
|  |
| Skills: Recognising words types or words with more than one meaning; using time frames accurately, more than one at a time; writing a formal letter; extending spoken answers (talking about how long, ‘if’ clauses); TRAPS |

**Year 11 – Spring Term 2**

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| **KS4 Viva : Module 7 : ¡A currar!** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | Solicitando un trabajo | Applying for a summer job | Perfect tense | M4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into English Writing – emailExtended writing  | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | El future | Plans for the future | Simple future *si* clauses | M5M5 |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Recognising words types or words with more than one meaning; using time frames accurately, more than one at a time; writing a formal letter; extending spoken answers (talking about how long, ‘if’ clauses); TRAPS |

**MOCK SPEAKING EXAM 2**

Year 11 Spring Term 2 exam practice – speaking exam before Easter

Year 11 Summer Term 1 final exam practice - GCSE L/R/W exam just after Easter break

**Modern Languages Implementation Plan : Spanish**

**(KS4 Higher)**

**Equal opportunities**

Students are taught in setted groups. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of target language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – APE, use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with Spanish culture in different time settings.

**Skills coverage**

Development of literacy and oracy skills throughout the Key Stage; building on the skills developed in Key Stage Three. Teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

\*\* **TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative? **S**ubject

**Assessment**

In KS4 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale.



**National Curriculum**

In KS4, students follow the Pearson course for Spanish. There is no National Curriculum for Modern Languages in Key Stage Four but students continue to develop their language skills as set out in the National Curriculum for Key Stage Three (2014).

**National Curriculum for Modern Foreign Languages at Key Stage Three**

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 9 – Autumn Term 1**

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| **KS4 Viva : Module 1 : ¡Desconéctate!** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 3 | ¡Destino Barcelona!  | Holiday activities, pastopinion structures, *lo pasé bomba, lo mejor*SequencersTime expressionsBest/worst holiday moments | Preterite tense, (ir)regulars: 3rd person, preterite*ser/ir* | V2M1V1M4, V2M2Y7 + Y8 –holidays, sequencers  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishTranslation into SpanishWriting – 90 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 4 | ¿Cómo era?  | Describing accommodationDescriptions of a town, pastIntensifiersAdjectives, town | Imperfect tense, *ser, tener, estar, haber* | Y7 – town locations |
| Unit 5 | Quisiera reservar...  | Booking accommodationDealing with problemsQuestion wordsRoom types/facilities/items | 3rd person *usted* form | V2M3Y7 – accommodation |
| Unit 6 | Mis vacaciones desastrosas | Account of a previous holidaySequencers Holiday problems and consequences | Present, preterite and imperfect tense | V2M3,4 | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
|  |
| Skills: Listening to identify person, verb endings; speaking about others; listening for opinions; reading and listening to understand new words; speaking using a variety of language; reformulating questions to structure answers; use time multiple frames accurately, using a range of verb forms; TRAPS |

**Year 9 – Autumn Term 1**

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| **KS4 Viva : Module 2 : Mi vida en el insti**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | School subjectsDescribing school opinion verbs: *interesar, odiar, preferir*Adjectives, subjects | reflexive, 1st person, present | V2M4Y7 – school subjects | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 90 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | School uniform, coloursSchool dayTime expressionsAdjectives, uniformTransport | Adjective agreementTelling the time*tener que + INF (llevar)* | V1M1,3,4/V2M4V2M4Y7 + 8 – telling the time, time expressionsY8 - clothing |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Justifying your opinion using a range of language; listening to longer, more challenging excerpts; listening for distractors or ideas expressed in different ways; ask and answer questions; writing a structured, extended text; TRAPS |

**Year 9 – Autumn Term 2**

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| **KS4 Viva : Module 2 : Mi vida en el insti**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 1 | ¿Qué tal los estudios?  | Subjects and teachersAdjectives, subjectsReasons for likes/dislikes | ComparativeSuperlative | V2M2,5V2M5Y7 – school subjects, teachers | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 90 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 2 | ¡Mi nuevo insti!  | School facilitiesComparing present and pastNegativesTime expressionsAdjectives, school | PresentImperfect | V1M2,3M1Y7- school facilities |
| Unit 3 | ¡Está prohibido!  | School rulesProblems at schoolExclamations  | *Hay que/ estar prohibido /no se permite(n)/ debe(n)* + INFPronunciation patterns | V1M1 |
| Unit 4 | ¡Destino Zaragoza!  | Talking about a school exchangeQuestion wordsSequencersTime expressionsActivities, school exchange | Near futureQuestions types | V1M5/ V2M3V1M1,2,5/V2M1,2Y7 – school activities | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Unit 5 | Mis clubs y mis éxitos  | School activities and achievementsTime expressions, past – present – futureAdjectives, extracurricular activitiesAdvantages of activities | Object pronouns*Desde hace* + present tense | V2M3 |
|  |
| Skills: Justifying your opinion using a range of language; listening to longer, more challenging excerpts; listening for distractors or ideas expressed in different ways; ask and answer questions; writing a structured, extended text; TRAPS |

**Year 9 – Spring Term 1**

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| **KS4 Viva : Module 3 : Mi gente** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Ways to socialiseFamily members | Present tense *Poder, querer,* presentPossessive adjectivesPronunciation | V1M2,3V2M4V1M4V1M1Y7 – family  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Physical appearanceAdjectives, personality and appearance¿*Cómo es…*? | Adjective agreement, *-o/a, -e, consontant, -or/ora, ista**tener/ser/llevar,* present tenseComparative | V1M1,3,4/V2M4V1M3,4V2M2,5Y7 - appearance |
| Unit 1 | Mis aplicaciones favoritas  | Activities, social networksAdjectives, social networkingDiscussing features/uses of apps | *Para* + infinitive3rd person, presentDirect object pronouns | V1M3,4V2M3 |
| Unit 2 | ¿Qué estás haciendo?  | Making arrangementsActivities, present continuousMaking excusesPrepositional phrasesQuestion words | Present continuous tense, 1st/3rd person | Y7 – plans, weekend activities Y8 – making excuses, preparing to go out | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
|  |
| Skills: Listening for synonyms and negatives; speaking about others; writing a detailed text that refers to others, uses a range of grammar; speaking spontaneously; reading and listening to identify and understand verb forms; understanding concepts expressed in various ways; giving detailed descriptions; TRAPS |

**Year 9 – Spring Term 2**

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| **KS4 Viva : Module 3 : Mi gente** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 3 | Leer es un placer | Reading materials Conjunctions, frequency wordsJustification, reading preferences |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 4 | Retratos  | Physical appearancePersonality traitsNegativesAdjectives, appearance/personalitySimiles, *(no) es tan … como …*  | *Ser/estar/tener*, present, 3rd PersonPresent continuous | V1M1,4Y7 – talking about others, appearance |
| Unit 5 | Relaciones | Family membersTalking about relationships with othersRelationship verbs: *llevarse*/*pelearse*/*divertirse* AdjectivesAdverbs, intensifiers | Personal *a* : *conocí a …*PresentPretertite  | V1M2,3V2M1,2,3 |
|  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for synonyms and negatives; speaking about others; writing a detailed text that refers to others, uses a range of grammar; speaking spontaneously; reading and listening to identify and understand verb forms; understanding concepts expressed in various ways; giving detailed descriptions; TRAPS |

**Year 9 – Spring Term 2**

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| **KS4 Viva : Module 4 : Intereses e influencias** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Free-time activitiesTime expressionsPocket moneyItems Frequency words | Stem-changing verbsPronunciation of (near) ognates | V1M2, V2M2V1M1Y7 – free time, numbers | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into EnglishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
|   |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Recognising (near) cognates; accurate pronunciation; listening for different time frames; listening and reading to identify correct information; identifying words with multiple meaning; adapting dialogues to fit new situations; TRAPS |

**Year 9 – Summer Term 1**

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| **KS4 Viva : Module 4 : Intereses e influencias** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida 2 |  | TV programmes, filmsAdjectives, TV shows, films, Nationality  | Adjectives, nationalityDefinite article, plural | V1M3,4V1M1,3,5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into EnglishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 1 | ¿Qué sueles hacer?  | Habits / activitiesFrequency wordsTime expressionsSport, music, instrumentsAdvantages/necessities of activitiesadjectives, hobbies | *Soler* + INFDirect object pronounspreterite tense | V2M3V2M1,2,3Y7 – sport, free timeY8 – music |
| Unit 2 | ¡Fanático del deporte!  | Sports, present and imperfect*Ya no, todavía*Time expressions, intensifiers | Imperfect tense, (ir)regulars | M1 |
|  |  |  |  |  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
|  |
| Skills: Recognising (near) cognates; accurate pronunciation; listening for different time frames; listening and reading to identify correct information; identifying words with multiple meaning; adapting dialogues to fit new situations; TRAPS |

**Year 9 – Summer Term 2**

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| **KS4 Viva : Module 4 : Intereses e influencias** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 3 | #Temas del momento  | Activities and trends, perfect tenseDescribing a film/show/bookTime expressionsAdjectives, media | Perfect tense (ir)regulars*Acabar de* + INF |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into EnglishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 4 | En directo  | types of entertainmentDebate phrases, (dis)agreeing, explaining preferencesAdjectivces: *algunos, ciertos, otros, muchos, demasiados, todos*Justification, ways of viewingQuestion words, cinema related | *Tener ganas de* + INFNear future | V1M5/V2M2 |
| Unit 5 | Modelos a seguir  | Talking about an inspiring personDatesJustification, examples of inspiration, Present, perfectAdjectives, characteristics | Past tenses: perfectPreteriteImperfect | V2M1,2,3M1 |
|  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Recognising (near) cognates; accurate pronunciation; listening for different time frames; listening and reading to identify correct information; identifying words with multiple meaning; adapting dialogues to fit new situations; TRAPS |

**Year 9 – Summer Term** 2

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| **KS4 Viva : Module 5 : Ciudades**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Places in townAdjectives, townAsking for/understanding directionsNegatives (*no*) *hay…*Question words and typesPrepositions | *e* as a replacement for *y*a + el= *al*, de + el= del | Y7 – place in town, directionsY8 – prepositional phrases | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Shops, souvenirsAsking for helpMoney, price, questions about priceOpening/closing times | *Usted*, for register | V2M3Y7 - numbers |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Decoding word types, word families; listening for clues (known language, cognates); asking and answering varied question types; expressing opinions and explaining preferences; understanding and using synonyms and antonyms; using different tenses accurately; recognising and using idioms; TRAPS |

**Year 10 – Autumn Term 1**

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| **KS4 Viva : Module 5 : Ciudades**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 1 | ¿Cómo es tu zona?  | Region, location and featuresAdjectives, landscape and townClimate, seasonsActivities linked to town/regionAsking and answering questions | *Se puede(n)* + INF | Y7 – locations, seasons | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 2 | ¿Qué haremos mañana?  | Making plansGeography of SpainActivities, future ExclamationsWeather phrases | Simple future tense*Si* + present + simple future | Y7 – weather, exclamations |
| Unit 3 | De compras | Shopping for clothes and presentsExplaining preferencesQualifiersAsking questions about purchases  | Demonstrative adjectives |  |
| Unit 4 | Los pros y los contras de la ciudad | Pros/cons in a townProblemsChanges in a town, perfectImprovement, conditional | Conditional, (ir)regularsPresentImperfectPerfect | V1M2,3M1M5 | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
|  |
| Skills: Decoding word types, word families; listening for clues (known language, cognates); asking and answering varied question types; expressing opinions and explaining preferences; understanding and using synonyms and antonyms; using different tenses accurately; recognising and using idioms; TRAPS |

**Year 10 – Autumn Term 2**

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| **KS4 Viva : Module 5 : Ciudades**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 5 | ¡Destino Arequipa!  | Describing a previous visitActivities, preteriteBest/worst momentFuture recommendation | PreteriteImperfect*Me quedé*, multiple meaning | V2M1,2,3M1 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
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| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Decoding word types, word families; listening for clues (known language, cognates); asking and answering varied question types; expressing opinions and explaining preferences; understanding and using synonyms and antonyms; using different tenses accurately; recognising and using idioms; TRAPS |

**Year 10 – Autumn Term 2**

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| **KS4 Viva : Module 6 : De costumbre** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Mealtimes, foods12-hour clock timesDaily routineSequencers, conjunctionsOpinion phrases | Reflexive verbs, present*Soler*3rd person, plural forms | V2M4V1M4Y7+8 – food, time | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Illnesses and injuries, perfectAsking for help at a pharmacy*Tener* expressions (hot, cold, pain)Body partsRemedies, treatments  | *Tener/estar*, present tensePronunciation rulesReflexive verbs, perfect | V1M3,4/V2M5V1M1V2M4 |
| Unit 1 | Sabores del mundo  | Typical foodsQuantity expressionsDescribing Spanish food/drink | Passive |  |
|  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Adding a variety of details in description (sequencers, conjunctions, verbs of opinion); accurate pronunciation for new words; using verb tenses and verb forms accurately; reading to infer meaning (literary texts); recognising (ir)regular verb patterns; narrating a story with interest; TRAPS |

**Year 10 – Spring Term 1**

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| **KS4 Viva : Module 6 : De costumbre** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 2 | ¡De fiesta!  | Festivals + descriptionsCelebratory activitiesComparing events and activities | Avoiding the passive3rd person, plural form | V1M4 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 3 | Un día especial  | Describing a special dayFestival activities, past | Reflexive verbs, preterite | V1M4/V2M1,2 |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Adding a variety of details in description (sequencers, conjunctions, verbs of opinion); accurate pronunciation for new words; using verb tenses and verb forms accurately; reading to infer meaning (literary texts); recognising (ir)regular verb patterns; narrating a story with interest; TRAPS |

**Year 10 – Spring Term 2**

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| **KS4 Viva : Module 6 : De costumbre** |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | ¡A comer!  | Menu items/languageMaking an orderQuestions, restaurantProblems at a restaurantRestaurant items | Absolute superlativePreterite, irregularsimperfect | V2M5V2M1,2M1Y8 – restaurant language, food | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | El festival de música | Talking about a music festivalExpressions followed by INF: *para, Al, sin, antes de, después de*Adjectives, music/artistsActivities, problems at a festival |  | Y8 – music terms, genres, opinions |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Adding a variety of details in description (sequencers, conjunctions, verbs of opinion); accurate pronunciation for new words; using verb tenses and verb forms accurately; reading to infer meaning (literary texts); recognising (ir)regular verb patterns; narrating a story with interest; TRAPS |

**Year 10 – Summer Term 1**

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| **KS4 Viva : Module 8 : Hacia un mundo mejor**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | Types of housesEnvironmental factorsTypes of housingLocations, accommodationHouse facilities, present + conditional | *Se debería* + INF | Y7 – locations, townY8 – housing, facilitiesM7 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into Spanish Writing – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Punto de partida 2 |  | Eating habits, present and futureDiet-related issuesNutrition terms | Present tenseNear future tense | V1M2,3V1M5/ V2M3Y8 – food  |
| Unit 1 | ¡Piensa globalmente...! | Global issuesSolutions to global problems | present subjunctive |  |
|  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for higher level information (subjunctive, high numbers); writing a formal argument; giving extended reasons why; reading to infer gist or overall meaning;TRAPS  |

**Year 10 – Summer Term 2**

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| **KS4 Viva : Module 8 : Hacia un mundo mejor**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 2 | ¡Actúa localmente! | Local actionsPhrases for a formal argumentProblems in your region | Subjunctive, commands |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into Spanish Writing – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 3 | ¡Vivir a tope! | Positive/negative lifestyle choicesconsequences of choices, past + futureDiscussing pros/cons | PresentPreteriteFuture | V1M2,3V2M1,2 |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for higher level information (subjunctive, high numbers); writing a formal argument; giving extended reasons why; reading to infer gist or overall meaning; TRAPS  |

**WORK EXPERIENCE**

**Year 11 – Autumn Term 1**

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| **KS4 Viva : Module 8 : Hacia un mundo mejor**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | ¡El deporte nos une! | international sporting events + questions about them(dis)advantages of events | Pluperfect tense | Y7+8 - sport | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into Spanish Writing – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | ¡Apúntate! | Natural disastersDescribing pre/post a natural disasterWays/establishments to support | Imperfect continuous |  |
|  |
| **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Listening for higher level information (subjunctive, high numbers); writing a formal argument; giving extended reasons why; reading to infer gist or overall meaning;TRAPS  |

**MOCK EXAMS**

**Year 11 – Autumn Term 2**

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| **KS4 Viva : Module 7 : ¡A currar!**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Punto de partida |  | JobsJob responsibilitiesTalking about job preferencesAdjectives, jobs/characteristics | Noun endings, genderIndefinite articles, when (not) to use themConditional | V1M1,3,5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 1 | ¿Qué haces para ganar dinero? | Ways to earn moneyFrequency wordsNumbers | *Soler*, imperfect | M1 |
| Unit 2 | Mis prácticas laborales  | Work experience locationsAlternatives to ‘and’ : *no solo, sino también*Activities, work experienceDescribing people/jobs, past | Preterite, Imperfect | V2M1,2M1 |
| Unit 3 | ¿Por qué aprender idiomas? | Advantage of languagesLanguages24-hour clock | PresentPresent continuous*Saber, conocer*indirect object pronouns | V1M1M3Y7+8 - time | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
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| Skills: Using verb tenses and verb forms accurately; writing a formal letter; TRAPS |

**Year 11 – Spring Term 1**

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| **KS4 Viva : Module 7 : ¡A currar!**  |
| **Topic** | **Language Content** | **Grammar** | **Prior Learning** **(KS3 Years 7 + 8)** | **Assessment** |
| Unit 4 | Solicitando un trabajo  | Applying for a summer jobLetter conventions | Indirect object pronouns |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklet**Translation into SpanishWriting – 150 words | **End of Module Assessment**Speaking(steps - )Listening(steps - )Reading(steps - )Writing(steps - ) |
| Unit 5 | Un año sabático  | Jobs/activities to do in a gap year(dis)advantages of travelTypes of transport/ticketsTime, 24-hour clockQuestions, transportation | ConditionalImperfect subjunctive | Y7- transportY7+8 - time |
| Unit 6 | El futuro  | Future intentions and plansVerbs to express future plans | *Cuando* + present SubjunctiveQuestion types | V1M1,2,5/V2M1,2 |
|  | **Exam Prep booklet**Speaking – role plays, photo cards (Edexcel)General conversation preparation |
| Skills: Using verb tenses and verb forms accurately; writing a formal letter; TRAPS |

**MOCK SPEAKING EXAM 2**

Year 11 Spring Term 2 exam practice – speaking exam before Easter

Year 11 Summer Term 2 exam practice - GCSE L/R/W exam just after Easter break