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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 7: Viva 1 (Segunda Edición) | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 1. Mi Vida | Greetings  pronunciation  personality traits  expressing opinions  likes  connectives, intensifiers  age, months, birthday  brothers and sisters  numbers 1-31  alphabet  possessive pronouns (sg.)  pets, colours  descriptive phrases  question words | pronunciation, stress & accents  definitive articles, single & plural  regular verbs, present  ser, 1st-3rd person, present tense, sing.  negatives  *tener*, 1st – 3rd person, sing.  indefinite article, sing.  adjective agreement | 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 |
| Autumn Term 2 | 2. Mi tiempo libre  3. Mi Insti | Opinions  activities, daily activities  connectives, frequency words  justifications  weather  seasons  sports  days of the week  school subjects  times of the day  articles | opinion + infinitive verb  pronunciation, *j/d*  -ar verbs, present  *hacer*, 3rd person, present  pronunciation, *ll*  *hacer*, present  *jugar*, present  pronunciation, *e/i/c*  -ar verbs, *nosotros* form  pronunciation, *y* to replace *e, soft c* |
| Spring Term 1 | 3. Mi insti | opinions – subjects, teachers  hay…  school facilities  indefinite articles  food & drink  breaktime activities | definitive articles  word order  pronunciation, *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 members  numbers 50 – 100  appearance  accommodation  home, locations  directions | possessive adjectives  *tener*, present tense  *ser*, present tense  pronunciation, *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 town  telling the time  *voy al/de*  drink  food, tapas  making an order  making plans  weekend activities | Articles  adjective agreement  *ir*, present tense  pronunciation, *z*  *al/a la / a los*  *querer*, present tense  near future tense, *ir +* infinitive  pronunciation *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 expressions  question words  countries  transport  exclamations  holiday activities – past  sequencers | *ir*, preterite  pronunciation, *vowels*  *qué* + adjective  -ar verbs, preterite  *sacar*, stem changing, preterite  negatives  *-er/-ir* verbs, preterite  *ver*, irregular, preterite  *a + el = al* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **YEAR 8 SPANISH - CURRICULUM IMPLEMENTATION PLAN** |  |  | | --- | | **Year 8: Viva 2 (Segunda Edición)** | | | | | |
| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 1. Mis vacaciones  2. Todo sobre mi vida | describing a past holiday  activities – mobile phone  music genres  music terms  opinion phrases  TV programmes  indefinite articles  comparative  conversational phrases  activities – past tense  time markers | *ser*, preterite  pronunciation, *r/rr*  regular verbs, present tense  stem-changing verbs  ‘you’ form in questions  *me gusta* + definite article  *preferir*, present tense  *más…que*  articles  *hacer*, preterit  using two timeframes | 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  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 |
| Autumn Term 2 | 2. Todo sobre mi vida  3. ¡A comer! | TV guide  verbs of opinion  exclamations, *¡qué…!*time  sequencers  restaurant questions  useful phrases – I’m hungry, thirsty etc.  courses, foods, mealtimes, ingredients  details – time, place, day | cognates/near cognates  irregular feminine words, *el agua*  *me gusta(n)* + definite article  pronunciation, ñnegatives, *nunca/nada*  formal vs. informal, tú, usted(es)  near future, 1st person, singular  near future  pronuncation, *j/ll* |
| Spring Term 1 | 3. ¡A comer!  4. ¿Qué hacemos? | fillers, conversational questions  arranging to go out  places to go  prepositional phrases  questions words  time  making excuses  *tenqo que…* | present tense + preterite tense, 1st/3rd person  future, 1st person  *a + el = al, de + el = del*  conditional + infinitive,  1st/2nd person  pronunciation, *h*  *querer, poder*, present tense  *tener que* + infinitive  question types, *¿Quieres?, ¿*  *Te gustaría?* |
| Spring Term 2 | 4. ¿Qué hacemos? | preparations before going out  sequencers, frequency words, time expressionsthis, these  clothing items + colours  sporting events, passions  *ir/llevar* – questions about outfits  describing a fancy-dress outfit | reflexive verbs, 1st person, present  adjective agreement  demonstrative adjective agreement  pronunciation, *j/z*  present, preterit, near future tense  changing adjective endings  word types, variations in meaning |
| **When** | **Module** | **Language Content** | **Grammar** |
| Summer Term 1 | 5. Operación Verano | home, house locations  *tener/estar*, 3rd person, present  rooms, facilities  holiday activities – infinitives,  what you can do  asking + giving directions  places of interest(dis)likes  summer camp activities  conversation fillers  describing a world trip  time markers | *ser/estar*, present tense  comparative, *más/menos … que*  *se puede(n)* + infinitve  superlative, *el/la/los/las más … de*  imperative, *tú* form  pronunciation, *z*  present tense  preterit tense  near future tense  conditional, 1st person  pronunciation, trema |
| **Year 8 : KS4 Viva (Foundation) / Higher** | | | | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Viva)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| **When** | **Module** | **Language Content** | **Grammar** |
| Summer Term 2 | 1. ¡Desconéctate! | holiday activities, details, preferencesweather  frequency words, conjunctions  verbs of opinion, negatives  question words  directions, locations, destinations  seasons  time expressions, sequencers  accommodation, facilities  intensifiers, adjectives  percentages | regular, stem changing verbs, present *hacer* (weather phrases)*ser, tener, ir*, present tensereflexive verbs of opinion, 1st/3rd person  opinion verb + infinitive  preterite tense, regular verbs  *ser/ir*, preterite tense  imperfect  3rd personexclamatory phrases, ¡*Qué …*!  Superlatives |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  | | --- | | **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, questions  past holiday: activities, location, accommodation, facilities,  room types  adjectives, best-worst moments  higher numbers  booking accommodation  accommodation: problems, consequences, room types/facilities/items town | Preterite  imperfect  exclamatory phrases  superlatives  *usted* form | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Viva)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks  homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Viva)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book 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 negatives  phrases for discussion, exclamations  school exchange  extracurricular activities + achievements | Comparatives  adjective agreement  present, preterite, imperfect tenses  (*no) se debe/permite* + infinitive  pronunciation patterns, question types near future tense *desde hace…*  direct object pronouns  reflexive verbs |
| Spring Term 1 | 3. Mi gente | frequency words, qualifiers, prepositions  conversational/spontaneous phrases excuses, question words  social networking: types, activities  family members  physical appearance + personality  features + uses of apps  making arrangements | possessive adjectives  present tense, regular verbs  *poder/querer*, present tense  adjective agreements  *tener/ser/llevar,* present tense  *para* + infinitive  3rd person verb form  present tense continuous, 1st person  comparative |
| Spring Term 2 | 3. Mi gente  4. Intereses e influencias | reading material  conjunctions, frequency words, similes  reading preferences + justifications  relationships  physical appearance + personality  free-time activities  pocket money items | Comparative  reflexive verbs, 1st person, present  cognates  *ser/estar*, present tense  stem-changing verb  pronunciation, cognates and near cognates |
| **When** | **Module** | **Language Content** | **Grammar** |
| Summer Term 1 | 4. Intereses e influencias | TV programmes/films  habits / free-time activities  frequency words  time expressions  sport, music, instruments  *ya no,* no longer trends  describing a film/show/book  pocket money items  advantages/necessities of activities | definite article  adjectives (nationality)  stem-changing verb  *soler* + INF  direct object pronouns  preterite tense |
| Summer Term 2 | 4. Intereses e influencias  5. Ciudades | entertainment : types, preferences, viewing habits, activities and trends  debate phrases ([dis]agreeing, explaining preferences)  *algunos/otros/muchos/demasiados*  questions (cinema), types  role model, examples of inspiring acts  places in town/city  asking for/understanding directions  some, many, lots  prepositions  adjectives, town  shops, souvenirs, asking for help  opening/closing times  money, prices,  asking about the price | *tener ganas de* + infinitive  perfect tense (3rd person), irregulars  near future  *usted* verb form  imperfect tense  preterite  e as a replacement for y  a + el= al, de + el= del |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 10 : KS4 Viva (Foundation) / Higher** | | | | |
| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 5. Ciudades | landscape, climate  region (location, features)  question words  activities linked to town/region  arranging an activity, future  exclamations  geography of Spain  weather phrases  shopping for clothes and presents  explaining preferences  qualifiers  asking questions about purchases | *se puede(n)* + infinitive  simple future  *si* + present, *si* + future  demonstrative adjectives  conditional | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Viva)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks  homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Viva)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Autumn Term 2 | 5. Ciudades  6. De costumbre | problems in a town  time expressions  (dis)advantages of town/region  describing a visit, best-worse moment  activities, past  daily routines  mealtimes, foods, describing Spanish food or drink  12-hour clock times  sequencers, connectives  illnesses and injuries  asking for help at a pharmacy  *tener* expressions (hot, cold, pain)  body parts  remedies, treatments | *tan, tanto*  present  imperfect tense  preterite  imperfect  simple future  reflexive verbs, present tense, 1st person  *estar*, 1st person, present  pronunciation, cognates  *tener dolor de, doler*, 1st person  *desde hace…*  *me quedé*, multiple meaning  reflexive verbs, perfect |
| **When** | **Module** | **Language Content** | **Grammar** |
| Spring Term 1 | 6. De costumbre | typical foods  verbs of opinion  quantity expressions  festivals + descriptions  questions word  celebratory activities  describing a special day  festival activities, past | *me gusta(ría)*  verbs, 1st/3rd person, plural  reflexive verbs, preterite, perfect  passive, avoiding the passive |
| Spring Term 2 | 6. De costumbre | questions, restaurant  menu items/language  ordering/problems at a restaurant  adjectives, ending in *-ísimo*  music festivals  ‘before/after’ (doing)  adjectives, music/artists  activities + problems, past and future | *Estar*  *después de* + infinitive  *acabar de* + infinitive  absolute superlative  preterite irregulars  imperfect |
| Summer Term 1 | 8. Hacia un mundo major | environmental issues  types of housing  locations, accommodation  house facilities, present + conditional  (healthy) eating habits, present + future  diet-related problems  nutrition terms | 3rd person verb forms  present  near future |
| Summer Term 2 | 8. Hacia un mundo major | global issues  solutions to global problems  high numbers  *hay que…*  problems in your region  positive/negative lifestyle choices  local actions, consequences of choices (past and future)  discussing solutions, pros-cons  formal argument phrases | *se debería* + infinitive  superlative  present subjunctive  subjunctive commands |
|  |  | **WORK EXPERIENCE** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 11 : KS4 Viva (Foundation) / Higher** | | | | |
| **When** | **Module** | **Language Content** | **Grammar** | **Assessment** |
| Autumn Term 1 | 8. Hacia un mundo major | positive/negative lifestyle choices  discussing pros/cons  consequences, past and future  international sporting events  (dis)advantages of events  natural disasters describing  pre/post a natural disaster  ways/establishments to support | 3rd person verb forms  pluperfect tense  imperfect continuous | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Viva)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks  **mock speaking exams – October and February** |
|  |  | **MOCK EXAMS** |  |
| Autumn Term 2 | 7. ¡A currar! | jobs + responsibilities  job preferences adjectives, jobs/characteristics  ways to earn money  frequency words  work experience locations  activities, work experience  alternatives to ‘and’  describing people/jobs in the past  languages 24-hour clock  advantages of languages  (dis)advantages of travel  questions, transportation  types of transport/tickets | masculine/feminine nouns  omitting indefinite article (jobs)  verbs followed by infinitive  conditional  recognising words with multiple meanings  preterite tense  imperfect tense  present continuous  *lo* +adjective  *desde hace* + time  saber, conocer  indirect object pronouns |
| Spring Term 1 | 7. ¡A currar! | applying for a summer job  plans for the future, verbs to express future letter conventions  jobs/activities to do in a gap year  travel: types, dis)advantages of travel) time, 24-hour clock  questions, transportation | perfect tense  simple 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 1: MODULE 1: Mi Vida** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 1 | ¿Cómo te llamas | Greetings  Pronunciation | Pronunciation  Definitive articles, single & plural  Regular verbs, 1st /2nd person, sing., Present tense | GV1  GV2  LC5 | Year 7 students should have had a language learning experience in KS2 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Writing - 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 traits  Expressing opinions  Likes  Connectives | Adjective agreement, sing.  *Ser*, 1st-3rd person, present tense, sing.  Negatives  Pronunciation, stress & accents | GV2  LC6  LC8 |
| Unit 3 | ¿Tienes hermanos? | Numbers 1-15  Age  Brothers and sisters | *Tener*, 1st – 3rd person, sing.  Indefinite article, sing.  Pronunciation, n/ñ | GV2  LC5  LC6 |
| Unit 4 | ¿Cuándo es tu cumpleaños? | Months  Numbers 1-31  Birthday  Alphabet  Spelling words  Possessive pronouns (sg.) |  | LC2  LC5  LC7 |
| Unit 5 | ¿Tienes mascotas? | Pets  Colours  Intensifiers  Descriptive phrases  Question words | Adjective agreement, pl.  Regular verbs, 3rd person, pl., Present | GV2  GV3 |
| Unit 6 | Como soy | Review of units 1-5 | Review of units 1-5 | GV3  LC4  LC6 |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 1: MODULE 2 : Mi tiempo libre** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 1 | ¿Qué te gusta hacer? | Opinions  Activities  Connectives  Justifications | Opinion + infinitive verb  Pronunciation, *j/d* | GV2  GV3  LC4 | Unit 1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing – 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 words  Daily activities  Frequency words | -ar verbs, present | GV1  LC6 | V1M1 |
| Unit 3 | ¿Qué haces cuando llueve? | Weather phrases  Seasons  Connectives | *Hacer*, 3rd person, present  Pronunciation, *ll* | LC6  LC8 |  |
| Unit 4 | ¿Qué deportes haces? | Sports  Days of the week | *Hacer*, present  *Jugar*, present  Pronunciation, *e/i/c* | GV2  GV3  LC1 |  |
| Unit 5 | ¿Eres fanático? | Review of units 1-4 | Review of units 1-4 | GV3  LC6 |  |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 1: MODULE 3 : Mi insti** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 1 | ¿Qué estudias? | Question words  School subjects  Times of day  Articles | -ar verbs, *nosotros* form  Pronunciation, *y🡪 e,soft c* | GV3  LC3 | V1M2 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing – 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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 1: MODULE 3 : Mi insti** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 2 | ¿Te gustan las ciencias? | ¿Te gusta(n) …?  Opinions  Adjectives – subjects  Adjectives – teachers  Justification - porque | Definitive articles  word order  Pronunciation, *g*  *Me gusta(n)*  Adjective agreement, sing. & pl. | GV2  GV4  LC4 | V1M2  V1M1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing – 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 facilities  Adjectives  Indefinite articles | Indefinite articles, plural  Definitive articles, plural | GV2  GV4  LC8 | V1M1 |
| Unit 4 | Durante el recreo | food & drink  breaktime activities  time expressions  sequencers | -er/-ir verbs, present tense | GV1  LC6 | V1M1 |
| Unit 5 | ¿Te gusta tu instituto? | Review of units 1-4 |  | LC1  LC5 |  |
| Unit 6 | ¿Cómo es tu insti? | Review of units 1-4 |  | GV4  LC4 |  |
|  |  |  |  |  |  |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 members  Numbers 50-100 | Possessive adjectives | GV2  GV3  LC1 | V1M1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Translation into Spanish  Writing – 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? | Colours  Eyes, hair | *Tener*, present tense  *Ser*, present tense  pronunciation, *l/ll* | GV2  LC6  LC8 | V1M1 |
| Unit 3 | ¿Cómo es? | Adjectives – appearance  Facial features  intensifiers | Adjective agreement | LC6  LC8 | V1M1 |
| Unit 4 | ¿Cómo es tu casa o tu piso? | Accommodation  Adjectives – home  Locations  Directions | *Estar*, present tense | GV2  LC5 |  |
| Unit 5 | El carnaval en familia | Review of units 1-4 | Review of units 1-4 | GV3  LC6 |  |
| Unit 6 | Autorretrato | Review of units 1-4 | Review of units 1-4 | LC4  LC5 |  |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Articles  Adjective agreement | GV2  LC1  LC4 | V1M1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Writing - 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 minutes  Voy al/de | Ir, present tense  pronunciation, z  Al/a la / a los | GV2  LC1  LC5 |  |
| Unit 3 | En la cafeteria | Drinks  Food – tapas  Making an order | Querer, present tense | GV2  LC3 | V1M2 |
| Unit 4 | ¿Qué vas a hacer? | Talking about plans  weekend activities  Sequencers | Near future tense, ir + infinitive  Pronunciation b/v | GV1  LC3  LC6 | V1M1-4 |
|  |  |  |  |  |  |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | GV3  LC1 |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Writing - 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 | GV4  LC4  LC8 |  |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 2: MODULE 1 : Mis vacaciones** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 1 | De vacaciones | Time expressions  Question words  Countries  Transport  Exclamations | *Ir*, preterite  pronunciation, *vowels*  *Qué* + adjective | GV1  LC1  LC4 | V1M5  V1M1,2,5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Writing - 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 – past  Sequencers | -ar verbs, preterite  *Sacar*, stem changing, preterite  Negatives | GV1  LC3  LC6 | V1M3  V1M5 |
| Unit 3 | El ultimo día | Holiday activities 2 – Past tense  Sequencers | *-er/-ir* verbs, preterite  *Ver*, irregular, preterite  *a + el = al* | GV1  LC6  LC8 |  |
|  | | | | | |
| 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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 2: MODULE 1 : Mis vacaciones** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 4 | ¿Cómo te fue? | *¿Cómo te fue?*  Adjectives  Question words  Opinions – past  Descriptions - past | *Ser*, preterite  Pronunciation, *r/rr* | GV1  LC5  LC7 | V1M1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Writing - 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 | GV4  LC4  LC5 | 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 phone  Frequency expressions | Regular verbs, present tense  Stem-changing verbs  ‘You’ form in questions | GV1  LC5  LC3 | V1M1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing 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?  Likes  Music genres  Music terms  Opinion phrases  Justification  aAdjectives | *Me gusta* + definite article | GV3  LC4 | V1M3  V1M2  V1M4 |
| Unit 3 | Prefiero las comedias | TV programmes  Indefinite articles  Comparative  adjectives  Conversational phrases | *Preferir*, present tense  *Más…que*  Articles | GV2  LC1  LC5 | V1M4 |
| Unit 4 | ¿Qué hiciste ayer? | ¿Qué hiciste ayer?  activites – past tense  Time markers  Sequencers | *Hacer*, preterite  Using two timeframes | GV1  LC2  LC8 | 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | GV3  LC6 |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing 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 person  Word syntax | GV1  LC5  LC6 | 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 opinion  Foods  Exclamations, *¡qué…!* | Irregular feminine words, *el agua*  *me gusta(n)* + definite article  Pronunciation, ñ | GV3  LC2  LC8 | V2M1  V1M2,5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Translation 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 foods  Time  Sequencers  Yesterday I ate… | Negatives, *nunca/nada*  Different ways of saying to eat  Preterite, first person, singular | GV2  LC1  LC7 |  |
| Unit 3 | En el restaurante | Restaurant questions  Useful phrases – I’m hungry, thirsty etc.  Courses  Food | Formal vs. informal, tú, usted(es)  Near future, 1st person, singular | GV4  LC4  LC4 | V1M5 |
| Unit 4 | ¿Qué vamos a comprar? | ¿Qué vas a traer/compar?  Details – time, place, day  ingredients | Near future  Pronuncation, *j/ll* | GV1  LC5  LC8 |  |
|  | | | | | |
| 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 2 : MODULE 3 : ¡A comer!** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 5 | ¡Fiesta! | Time expressions, past, present, future | Present tense  preterit tense, 1st/3rd person  Future, 1st person | GV1  LC4  LC6 | V1M4 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Translation 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? | Fillers  Conversational questions | Review of units 1-5 | GV3  LC3  LC5 | 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 2 : MODULE 4 : ¿Qué hacemos?** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 1 | ¿Te gustaría ir al cine? | Arranging to go out  Places to go  prepositional phrases  Question words  Time | *A + el = al*  *De + el = del*  Conditional + infinitive, 1st/2nd person  Pronunciation, *h* | GV2  LC5  LC6 | V1M1,3,4 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing 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* + infinitive  Question types, *¿Quieres?, ¿Te gustaría?* | GV2  LC3  LC4 | V2M2  V1M2,5 |
|  |  |  |  |  |  |
| Skills: translation into English; communicating in three timeframes; translation into Spanish; using a Sp-Eng dictionary; TRAPS | | | | | | | | |

**Year 8 – Spring Term 2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 2 : MODULE 4 : ¿Qué hacemos?** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 3 | ¿Cómo te preparas? | Preparations before Going out  Sequencers  Frequency words | Reflexive verbs, 1st person, present | GV2  LC6  LC8 |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing 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 wear  This, these  Clothing items  Colours | Adjective agreement  Demonstrative adjective Agreement  Pronunciation, *j/z* | GV2  LC1  LC4 | V1M1,3,4 |
| Unit 5 | ¡Hoy partido! | Talking about sporting events  Time expressions  My passion is… | Present tense  Preterit tense  Near future tense | GV1  LC5  LC8 | V2M3  V2M1  V1M3,5 |
| Unit 6 | El baile de disfraces | *Ir/llevar*, preterit tense  Describing a fancy-dress outfit  Review of units 1-5 | Changing adjective endings  Word types, variations in meaning | GV3  LC4  LC8 | V1M4 |
|  | | | | | |
| Skills: Translation into English; communicating in three timeframes; translation into Spanish; using a Sp-Eng dictionary; TRAPS | | | | | | | | |

**Year 8 – Summer Term 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VIVA 2 : MODULE 5 : Operación Verano** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **NC** | **Prior Learning** | **Assessment** | | |
| Unit 1 | ¿Qué casa prefieres? | Describing a home  Adjectives – house  locations  *Tener/estar*, 3rd person, present  rooms and facilities  Opinion  Justification | *Ser/estar*, present tense  Comparative, *más/menos … que* | GV2  LC2  LC3 | V1M4 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into Spanish  Writing 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)* + infinitve  Superlative, *el/la/los/las más … de* | GV2  LC4  LC8 | V2M4 |
| Unit 3 | ¿Dónde está? | Asking for directions  Places of interest  Giving directions | Imperative, *tú* form  Pronunciation, *z* | GV2  LC2  LC6 |  |
| Unit 4 | Campamentos de verano | Likes and dislikes  Talking about summer camps  Activities – future  conversation fillers | Present tense  Preterit tense  Near future tense  Conditional, 1st person  pronunciation, trema | GV1  LC5 | V2M3,4 |
| Unit 5 | ¡Destinos! | Describing a world trip  Time markers – past, Present, future  Review 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)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 1 : ¡Desconéctate!** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Holiday activities  Weather  Frequency words  Conjunctions | Regular verbs, present  *Hacer* (weather phrases) | V1M2 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – picture task | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 1 | ¿Cómo prefieres pasar las vacaciones? | Verbs of opinion  Question words  Directions + locations  holiday activities  Seasons | *Ser, tener, ir*, present tense  Reflexive verbs of opinion, 1st/3rd person  opinion verb + infinitive | V1M2/5  V2M4  V1M2 |
| Unit 2 | ¿Adonde fuiste? | Basic holiday details, past  Time expressions, past  Question phrases  Conjunctions, negatives  Opinion phrases | Preterit tense, regular verbs  *Ser/ir*, preterit tense | V2M1 |
| Unit 3 | ¡Destino Barcelona! | Opinion phrases, past  Sequencers  Describing a past holiday; Activities, location, Accommodation, facilities  qualifiers  Adjectives | Preterite + imperfect, 1st/ 3rd person, (ir)regular  Exclamatory phrases, ¡*Qué …*!  Superlatives | V2M1,2  V2M5 |
| **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)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 1 : ¡Desconéctate!** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Holiday activities  Weather  Question words  Verbs of opinion | Regular verbs, present  Hacer (weather phrases)  Preterite tense | V1M2,3  V2M1,2,3 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into Spanish  Writing – 90 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 1 | ¿Qué haces en verano? | Holiday activities  Seasons, directions  Frequency words | Present tense | V1M2,3 |
| Unit 2 | ¿Cómo prefieres pasar las vacaciones? | Holiday activities and preferences  Verbs of opinion  Percentages  Conjunctions, *dado que, puesto que ya que*  Justification for wider interests  Holiday 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.

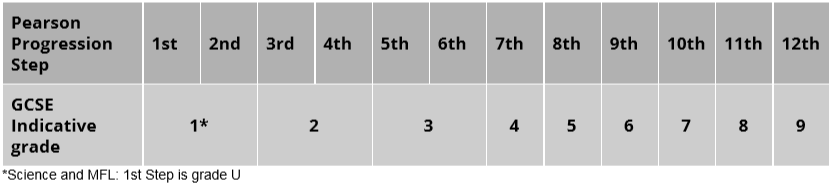
**Skills coverage**

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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 1 : ¡Desconéctate!** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 3 | ¡Destino Barcelona! | Opinion phrases, past  Sequencers  Describing a past holiday; activities, location, accommodation, facilities  Qualifiers  Adjectives | Preterite + imperfect, 1st/ 3rd person, (ir)regular  Exclamatory phrases, ¡*Qué …*!  Superlatives | V2M1,2  V2M5  Y7 + Y8 –holidays, sequencers | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 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 numbers  Booking accommodation  Problems with accommodation  Questions  Room types/facilities/items  *(no) hay…* | *Usted*, present tense, (ir)regular Verbs | V2M3  Y7 + 8 – accommodation |
| Unit 5 | Mis vacaciones desastrosas | Positive/negative opinions  Recounting a previous holiday  Sequencers  Conjunctions  Holidays activities, past | Present, preterite, imperfect tenses, (ir)regular verbs | V1M2/V2M4/M4  Y8 – 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 person  School subjects  Justification  Adjectives, subjects/teachers  Qualifiers | Comparatives  Adjective agreement, gender & quantity | V2M2/5  V1M1,3,4  Y7 – school subjects | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Writing - email | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Punto de partida 2 |  | School uniform  Colours  School day  Time expressions  adjectives, uniform  Justification  Transport | Adjective agreement, -*o/a,*  *-e, consonant endings*  *Tener que* + infinitive | V1M1,3,4  V2M4  Y7 + 8 – telling the time, time expression  Y8 - clothing |
| Unit 1 | ¡Mi nuevo insti! | Negatives  School facilities  Adjectives, school | Present tense  Imperfect tense | V1M2  Y7- school facilities |
| Unit 2 | ¡Está prohibido! | School rules/problems  Phrases for discussion | (*no) se debe/permite* + infinitive  Pronunciation patterns | V1M1 | **Exam Prep booklet**  Speaking – role plays, photo cards (Edexcel)  General conversation preparation |
| Unit 3 | ¡Destino Zaragoza! | Talking about a school exchange  Question words  Activities, school exchange | Near future tense | V1M5  Y7 – school activities |
| Unit 4 | Mis clubs y mis éxitos | School activities/achievements  Time expressions, past | *Desde hace…*  Direct object pronouns  Present, preterite, near future tenses | V2M3  V1M1, 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 3 : Mi gente** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida 1 |  | Frequency words  Excuses  Ways to socialise  Family members | Possessive adjectives  Present tense, regular verbs  *Poder/querer*, present tense | V1M4  V1M2  V2M4  Y7 – family | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – picture task  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Punto de partida 2 |  | Physical appearance  Qualifiers  Adjectives, personality and appearance  ¿*Cómo es…*? | Adjective agreements, *-o/a, -e, Consontant, -or/ora, ista*  *Tener/ser/llevar,* present tense | V1M1,3,4/V2M4  V1M1,4  Y7 - appearance |
| Unit 1 | Mis aplicaciones favoritas | Activities, social networks  Adjectives, social networking | *Para* + infinitive  present tense, 3rd person, Singular & plural | V1M4 |
| Unit 2 | ¿Qué estás haciendo? | Activities, present continuous  Making excuses  Conversational/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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 3 : Mi gente** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 3 | Leer es un placer | Reading material  Conjunctions  Justifications  Higher tier structures  Frequency words  Reading preferences  Justifications | Comparative | V2M2/5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – picture task  Extended 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 relationships  Adjectives, personality  Justification  Frequency words  describing a friend | Reflexive verbs, 1st person, Present  Cognates  *Ser/estar*, present tense | V1M4  V1M2,5  V1M4  Y7 – 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 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 4 : Intereses e influencias** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida 1 |  | Free-time activities  Pocket money  Items  Frequency words | *Jugar* as stem-changing verb  pronunciation, cognates and near cognates | V1M2,V2M2  V1M1,2,5  Y7 – free time, numbers | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into English  Writing – 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 article  Adjectives of nationality | V1M1,3 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into English  Writing – email | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 1 | ¿Qué sueles hacer? | Habits / activities  Frequency words  Time expressions  Sport, music, instruments | *Suelo* + infinitive  Preterite tense | V2M1,2  Y7 – sport, free time  Y8 - music |
| Unit 2 | ¡Fanático del deporte! | Sports, present and imperfect  *Ya no,* no longer  Time expressions, past/present/ future | Imperfect tense  Present tense | M2  V1M2 |
| Unit 3 | #Temas del momento | Trends  Activities, perfect tense  Time expressions  Describing 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 4 : Intereses e influencias** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 4 | En directo | Types of entertainment  Debate phrases, Agreeing/disagreeing  Adjectives, *algunos/otros/*  *muchos/demasiados*  Justification, ways of viewing  Question words, cinema related | *Tener ganas de* + infinitive |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into English  Writing – email | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 5 | Modelos a seguir | Talking about an inspiring person  Justification, examples of inspiration, present, perfect  Adjectives, 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 5 : Ciudades** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida 1 |  | Places in town/city  Asking for directions  Some, many, lots  (*no*) *hay…*  Question words and types  Prepositions  adjectives, town |  | Y7 – place in town, directions  Y8 – prepositional phrases | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – picture task  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Punto de partida 2 |  | Shops  Opening/closing times  Souvenirs  Asking for help  Money, prices  Asking about the price | Register, *usted* | V2M3  Y7 - 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 5 : Ciudades** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 1 | ¿Cómo es tu zona? | Landscape  Question words  Climate  Activities linked to town/region | *Se puede(n)* + infinitive | Y7 – locations, seasons | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – picture task  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 2 | ¿Qué harás mañana? | Arranging an activity, future  Exclamations  Weather 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 presents  Explaining preferences  Qualifiers  Asking 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 town  Time expressions  (dis)advantages of town/region | *Tan, tanto*  present  Imperfect tense | V1M2  M4 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – picture task  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 5 | ¡Destino Arequipa! | Describing a visit  Activities, preterite | Preterite  Imperfect  simple future | V2M1,2  M4  M5 |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 6 : De costumbre** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida 1 |  | Daily routines  mealtimes, foods  12-hour clock times  Sequencers, connectives | Reflexive verbs, present tense, 1st person | V2M4  Y7+8 – food, time | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Punto de partida 2 |  | Illnesses and injuries  Asking for help at a pharmacy *Tener* expressions (hot, cold, pain)  Body parts  Remedies, 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 6 : De costumbre** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 1 | Dietas del mundo | Typical foods  Verbs of opinion  Quantity expressions | *Me gusta(ría)*  Verbs, 1st/3rd person, plural | V2M4 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 2 | ¡De fiesta! | Festivals  Questions word  Celebratory activities | Verbs, 1st person, singular, plural | V1M4 |
| Unit 3 | Un día especial | Describing a special day  Festival 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 6 : De costumbre** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 4 | ¡A comer! | Questions, restaurant  menu items/language  Problems at a restaurant  adjectives, ending in *-ísimo* | *Estar* | V1M1,3,4  Y8 – restaurant language, food | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 5 | El festival de música | talking about music festivals  Saying ‘before/after’ (doing)  adjectives, music/artists  Activities, 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 8 : Hacia un mundo major** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida 1 |  | Environmental issues  Types of housing  locations, accommodation  House facilities | Verbs, 3rd person, singular | V1M4, V2M2  Y7 – locations, town  Y8 – housing, facilities | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into English  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Punto de partida 2 |  | Talking about healthy eating  Diet-related problems  Nutrition 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 8 : Hacia un mundo major** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 1 | ¡Piensa globalmente…! | Global issues  Solutions to global problems  High numbers  *Hay que…* | Superlative | V2M5  Y7 – numbers  Y8 – housing, facilities | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into English  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 2 | ¡Actúa localmente! | Problems in your region  Local actions  discussing 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 choices  Discussing pros/cons  Consequences, past and future |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into English  Extended 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/ V2M2  Y7+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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 7 : ¡A currar!** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida 1 |  | Jobs  job responsibilities  Talking about job preferences  Adjectives, jobs/characteristics | Masculine/feminine nouns  omitting indefinite article (jobs) | V1M1  V1M1,3,5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Writing – email  Extended writing | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 1 | ¿Qué haces para ganar dinero? | Ways to earn money  Frequency words | Verbs followed by infinitive  Recognising words with multiple meanings | V1M2 |
| Unit 2 | Mis prácticas laborales | Work experience locations  Activities, work experience  Describing people/jobs in the past | preterite tense  Imperfect tense | V2M1,2 |
| Unit 3 | ¿Por qué aprender idomas? | Languages  24-hour clock  Advantages of languages  (dis)advantages of travel  Questions, transportation  Types of transport/tickets | *Lo* +adjective  *Desde hace* + time | V2M3  Y7- transport  Y7+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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Writing – email  Extended 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 | M5  M5 |
|  | | | | |
| **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.

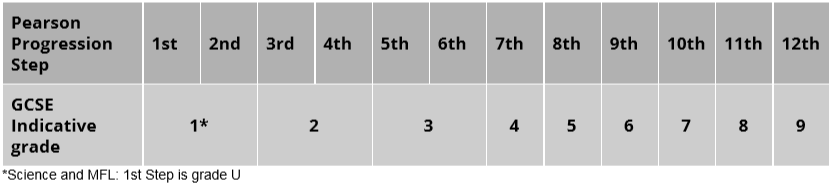
**Skills coverage**

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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 1 : ¡Desconéctate!** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 3 | ¡Destino Barcelona! | Holiday activities, past  opinion structures, *lo pasé bomba, lo mejor*  Sequencers  Time expressions  Best/worst holiday moments | Preterite tense, (ir)regulars:  3rd person, preterite  *ser/ir* | V2M1  V1M4, V2M2  Y7 + Y8 –holidays, sequencers | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Translation into Spanish  Writing – 90 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 4 | ¿Cómo era? | Describing accommodation  Descriptions of a town, past  Intensifiers  Adjectives, town | Imperfect tense, *ser, tener, estar, haber* | Y7 – town locations |
| Unit 5 | Quisiera reservar... | Booking accommodation  Dealing with problems  Question words  Room types/facilities/items | 3rd person *usted* form | V2M3  Y7 – accommodation |
| Unit 6 | Mis vacaciones desastrosas | Account of a previous holiday  Sequencers  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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 2 : Mi vida en el insti** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | School subjects  Describing school  opinion verbs: *interesar, odiar, preferir*  Adjectives, subjects | reflexive, 1st person, present | V2M4  Y7 – school subjects | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 90 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Punto de partida 2 |  | School uniform, colours  School day  Time expressions  Adjectives, uniform  Transport | Adjective agreement  Telling the time  *tener que + INF (llevar)* | V1M1,3,4/V2M4  V2M4  Y7 + 8 – telling the time, time expressions  Y8 - 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 teachers  Adjectives, subjects  Reasons for likes/dislikes | Comparative  Superlative | V2M2,5  V2M5  Y7 – school subjects, teachers | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 90 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 2 | ¡Mi nuevo insti! | School facilities  Comparing present and past  Negatives  Time expressions  Adjectives, school | Present  Imperfect | V1M2,3  M1  Y7- school facilities |
| Unit 3 | ¡Está prohibido! | School rules  Problems at school  Exclamations | *Hay que/ estar prohibido /no se permite(n)/ debe(n)* + INF  Pronunciation patterns | V1M1 |
| Unit 4 | ¡Destino Zaragoza! | Talking about a school exchange  Question words  Sequencers  Time expressions  Activities, school exchange | Near future  Questions types | V1M5/ V2M3  V1M1,2,5/V2M1,2  Y7 – school activities | **Exam Prep booklet**  Speaking – role plays, photo cards (Edexcel)  General conversation preparation |
| Unit 5 | Mis clubs y mis éxitos | School activities and achievements  Time expressions, past – present – future  Adjectives, extracurricular activities  Advantages 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 3 : Mi gente** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Ways to socialise  Family members | Present tense  *Poder, querer,* present  Possessive adjectives  Pronunciation | V1M2,3  V2M4  V1M4  V1M1  Y7 – family | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 |  | Physical appearance  Adjectives, personality and appearance  ¿*Cómo es…*? | Adjective agreement, *-o/a, -e, consontant, -or/ora, ista*  *tener/ser/llevar,* present tense  Comparative | V1M1,3,4/V2M4  V1M3,4  V2M2,5  Y7 - appearance |
| Unit 1 | Mis aplicaciones favoritas | Activities, social networks  Adjectives, social networking  Discussing features/uses of apps | *Para* + infinitive  3rd person, present  Direct object pronouns | V1M3,4  V2M3 |
| Unit 2 | ¿Qué estás haciendo? | Making arrangements  Activities, present continuous  Making excuses  Prepositional phrases  Question 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 words  Justification, reading preferences |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 150 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 4 | Retratos | Physical appearance  Personality traits  Negatives  Adjectives, appearance/personality  Similes, *(no) es tan … como …* | *Ser/estar/tener*, present, 3rd Person  Present continuous | V1M1,4  Y7 – talking about others, appearance |
| Unit 5 | Relaciones | Family members  Talking about relationships with others  Relationship verbs: *llevarse*/  *pelearse*/*divertirse*  Adjectives  Adverbs, intensifiers | Personal *a* : *conocí a …*  Present  Pretertite | V1M2,3  V2M1,2,3 |
|  | | | | | **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 4 : Intereses e influencias** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Free-time activities  Time expressions  Pocket money  Items  Frequency words | Stem-changing verbs  Pronunciation of (near) ognates | V1M2, V2M2  V1M1  Y7 – free time, numbers | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Writing – 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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  Adjectives, TV shows, films, Nationality | Adjectives, nationality  Definite article, plural | V1M3,4  V1M1,3,5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Writing – 150 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 1 | ¿Qué sueles hacer? | Habits / activities  Frequency words  Time expressions  Sport, music, instruments  Advantages/necessities of activities  adjectives, hobbies | *Soler* + INF  Direct object pronouns  preterite tense | V2M3  V2M1,2,3  Y7 – sport, free time  Y8 – 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 tense  Describing a film/show/book  Time expressions  Adjectives, media | Perfect tense (ir)regulars  *Acabar de* + INF |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into English  Writing – 150 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 4 | En directo | types of entertainment  Debate phrases, (dis)agreeing, explaining preferences  Adjectivces: *algunos, ciertos, otros, muchos, demasiados, todos*  Justification, ways of viewing  Question words, cinema related | *Tener ganas de* + INF  Near future | V1M5/V2M2 |
| Unit 5 | Modelos a seguir | Talking about an inspiring person  Dates  Justification, examples of inspiration, Present, perfect  Adjectives, characteristics | Past tenses: perfect  Preterite  Imperfect | V2M1,2,3  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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 5 : Ciudades** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Places in town  Adjectives, town  Asking for/understanding directions  Negatives  (*no*) *hay…*  Question words and types  Prepositions | *e* as a replacement for *y*  a + el= *al*, de + el= del | Y7 – place in town, directions  Y8 – prepositional phrases | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 |  | Shops, souvenirs  Asking for help  Money, price, questions about price  Opening/closing times | *Usted*, for register | V2M3  Y7 - 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 features  Adjectives, landscape and town  Climate, seasons  Activities linked to town/region  Asking and answering questions | *Se puede(n)* + INF | Y7 – locations, seasons | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 150 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 2 | ¿Qué haremos mañana? | Making plans  Geography of Spain  Activities, future  Exclamations  Weather phrases | Simple future tense  *Si* + present + simple future | Y7 – weather, exclamations |
| Unit 3 | De compras | Shopping for clothes and presents  Explaining preferences  Qualifiers  Asking questions about purchases | Demonstrative adjectives |  |
| Unit 4 | Los pros y los contras de la ciudad | Pros/cons in a town  Problems  Changes in a town, perfect  Improvement, conditional | Conditional, (ir)regulars  Present  Imperfect  Perfect | V1M2,3  M1  M5 | **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 5 : Ciudades** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 5 | ¡Destino Arequipa! | Describing a previous visit  Activities, preterite  Best/worst moment  Future recommendation | Preterite  Imperfect  *Me quedé*, multiple meaning | V2M1,2,3  M1 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 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: 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 6 : De costumbre** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Mealtimes, foods  12-hour clock times  Daily routine  Sequencers, conjunctions  Opinion phrases | Reflexive verbs, present  *Soler*  3rd person, plural forms | V2M4  V1M4  Y7+8 – food, time | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 |  | Illnesses and injuries, perfect  Asking for help at a pharmacy  *Tener* expressions (hot, cold, pain)  Body parts  Remedies, treatments | *Tener/estar*, present tense  Pronunciation rules  Reflexive verbs, perfect | V1M3,4/V2M5  V1M1  V2M4 |
| Unit 1 | Sabores del mundo | Typical foods  Quantity expressions  Describing 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 6 : De costumbre** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 2 | ¡De fiesta! | Festivals + descriptions  Celebratory activities  Comparing events and activities | Avoiding the passive  3rd person, plural form | V1M4 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 | Un día especial | Describing a special day  Festival 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 6 : De costumbre** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 4 | ¡A comer! | Menu items/language  Making an order  Questions, restaurant  Problems at a restaurant  Restaurant items | Absolute superlative  Preterite, irregulars  imperfect | V2M5  V2M1,2  M1  Y8 – restaurant language, food | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 | El festival de música | Talking about a music festival  Expressions followed by INF: *para, Al, sin, antes de, después de*  Adjectives, music/artists  Activities, 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 8 : Hacia un mundo mejor** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Types of houses  Environmental factors  Types of housing  Locations, accommodation  House facilities, present + conditional | *Se debería* + INF | Y7 – locations, town  Y8 – housing, facilities  M7 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 future  Diet-related issues  Nutrition terms | Present tense  Near future tense | V1M2,3  V1M5/ V2M3  Y8 – food |
| Unit 1 | ¡Piensa globalmente...! | Global issues  Solutions 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 8 : Hacia un mundo mejor** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Unit 2 | ¡Actúa localmente! | Local actions  Phrases for a formal argument  Problems in your region | Subjunctive, commands |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 choices  consequences of choices, past + future  Discussing pros/cons | Present  Preterite  Future | V1M2,3  V2M1,2 |
|  | | | | |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 tasks  Vocab learning and testing  Grammar testing  Past 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 disasters  Describing pre/post a natural disaster  Ways/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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **KS4 Viva : Module 7 : ¡A currar!** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior Learning**  **(KS3 Years 7 + 8)** | **Assessment** | | |
| Punto de partida |  | Jobs  Job responsibilities  Talking about job preferences  Adjectives, jobs/characteristics | Noun endings, gender  Indefinite articles, when (not) to use them  Conditional | V1M1,3,5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklet**  Translation into Spanish  Writing – 150 words | **End of Module Assessment**  Speaking  (steps - )  Listening  (steps - )  Reading  (steps - )  Writing  (steps - ) |
| Unit 1 | ¿Qué haces para ganar dinero? | Ways to earn money  Frequency words  Numbers | *Soler*, imperfect | M1 |
| Unit 2 | Mis prácticas laborales | Work experience locations  Alternatives to ‘and’ : *no solo, sino también*  Activities, work experience  Describing people/jobs, past | Preterite,  Imperfect | V2M1,2  M1 |
| Unit 3 | ¿Por qué aprender idiomas? | Advantage of languages  Languages  24-hour clock | Present  Present continuous  *Saber, conocer*  indirect object pronouns | V1M1  M3  Y7+8 - time | **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 | | | | | | | |

**Year 11 – Spring Term 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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  Letter conventions | Indirect object pronouns |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past 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 | Un año sabático | Jobs/activities to do in a gap year  (dis)advantages of travel  Types of transport/tickets  Time, 24-hour clock  Questions, transportation | Conditional  Imperfect subjunctive | Y7- transport  Y7+8 - time |
| Unit 6 | El futuro | Future intentions and plans  Verbs to express future plans | *Cuando* + present Subjunctive  Question 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