

Subject	Spanish	Year Group	Year 10 - 11				
Purpose of Scheme Pupils embark on their KS4 language learning journey. To build upon the foundation of skills (reading, writing, listening and speaking) and concepts (phonics, vocabulary and grammar) that pupils established throughout their KS3 Study.							
Term 1	Term 1-2	Term 3-4	Term 4-5	Term 5	Term 6		
<b>Scheme title</b>	<b>Desconéctate</b>	<b>Me visto en el rest</b>	<b>Intereses e influencias</b>	<b>De costumbre</b>	<b>¡A correr!</b>	<b>Hechos en mundo mayor</b>	<b>Revision for reading, writing and listening.</b>
<b>Purpose of half term learning</b>	Theme 2: Local area, holiday and travel To discuss holidays, accommodation, eating out and holiday activities in a number of different contexts and time frames.	Theme 3: School To be able to give opinions and describe all aspects of school and education in depth.	Theme 1: Identity and Culture To enable students to talk about all aspects of their free time, what they enjoy and people who inspire them.	Theme 1: Identity and Culture To be able to talk about your daily life and your cultural life.	Theme 4: Future aspirations, study and work To discuss the advantages and disadvantages of careers, plans, hope and wishes and the importance of language.	Theme 5: International and global dimension To discuss problems facing the world around you and global events.	To enable pupils to feel confident in their acquired knowledge and allow recap and revisiting of individual areas of weakness.
<b>Knowledge in sequence</b>	Talking about holidays - Using the present tense - regular -ar/-er/-ir verbs - ser Saying what you did on holiday - Using verbs of opinion to refer to different people - gutter type verbs with all 6 pronouns Describing where you stayed - Using the preterite tense regular -ar/-er/-ir verbs -ser/-ir Booking accommodation and dealing with problems - Using the imperfect tense -estar/there -era/había Negatives: no, ni, ni, tampoco - Using verbs with usted Giving an account of a holiday in the past - Using three tenses together (present, preterite, imperfect)	Talking about school rules and problems - Using phrases followed by the infinitive - tener que, hay que, se debe, está prohibido, no se permite Talking about plans for a school exchange - Using the near future tense Talking about activities and achievements - Decide have + present tense - Using direct object pronouns	Talking about what you usually do - Using -soler + infinitive - Using direct object pronouns Talking about sports - Using go and tobeats with the imperfect and present - Using the imperfect tense to say what you used to do - regular - irregular (pre-ir, ver) Talking about what's trending - Using go and tobeats with the perfect - Using the perfect tense - regular Talking past participles - Acabar de + infinitive Discussing different types of entertainment - Using algunas/ciertas/otras/ muchas/temas/as/as Talking about who inspires you - Using a range of past tenses (imperfect, preterite, perfect)	Talking about typical foods - Using the passive Comparing different festivals - Avoiding the passive Describing a special day - Using reflexive verbs (preterite tense) Talking about the importance of learning languages - Using -soler and -conocer - Using the present and the present continuous Applying for a summer job - Using indirect object pronouns Discussing gap years - Revising the conditional Discussing plans for the future - Using the subjunctive with cuando	Describing types of houses - Masculine and feminine nouns - Using se debera Talking about healthy eating - Using se debera Considering global issues - Using the present subjunctive Talking about local actions - Using the subjunctive in commands Discussing healthy lifestyles - Understanding different tenses Talking about international sporting events - Using the pluperfect tense Talking about natural disasters - Using the imperfect continuous		
<b>Skills</b>	Listening to identify the person of the verb Understanding percentages Using different structures to give opinions Working out the meaning of new words Using questions to form answers Identifying positive and negative opinions	Justifying opinions using a range of verbs Comparing then and now Decoding unfamiliar language Asking and answering questions Understanding time expressions: past, present, future	Identifying correct statements in a text Listening for different tenses Using words which have more than one meaning Adopting a model dialogue to fit different situations Talking about dates	Spotting words which indicate an increase/decrease Paying attention to question words Inferring meaning in literary texts Spotting irregular verb patterns in the preterite Adding interest when narrating a story	Discussing job preferences Using verbs in different forms Using alternatives to 'and' Listening out for clue words Writing a formal letter Using the 24-hour clock Using different ways to express future plans	Talking about the environment Discussing diet-related problems Listening for high numbers Presenting a written argument Giving extended reasons Explaining your point of view Using grammar knowledge in translation	
<b>Key words</b>	High-frequency vocabulary relevant to give context. Essential verbs - gutter (to like), preferir (to prefer), tener (to have) and ir (to go) in the present tense Advanced conjunctions - dado que, ya que, puesto que (as) Sequencers - e.g. primero (first), luego (then) Essential verb - ir (to go) in the present Superlative nouns - lo mejor, lo peor (the best, the worst) Essential - ser and tener in the imperfect tense Question words - ¿Cuándo? ¿Cuándo? ¿A qué hora? (how much, when, what time) Register markers - Usted, ustedes	High-frequency vocabulary relevant to given context. Comparatives e.g. más, que, menos, que, (more than, less than) Superlatives e.g. al/la más, al/la menos (the most, the least) Negatives - no, nada, no, nada, no, ni, ni, no, ningún, no, ninguna, tampoco Verbs with an infinitive e.g. tener que, hay que, se debe, está prohibido, no se permite Essential verb - ir in present tense Used to create the near future tense Decide have + present tense (since) Direct object pronouns - lo, la, los, las	High-frequency vocabulary relevant to given context. Essential verb - -soler (to tend to, to usually, ) in present tense. Adverbs - Ya no (no longer) To beats (all) where (there) series (before) Essential verb - haber + past participle to say what you have done. Acabar de + infinitive (to have just done) Essential verb - ir in present tense Used to create the near future tense Quantitative adjectives - algunos/as (some), otros/as (other), demasiados/as (too many), ciertos/as (certain), muchos/as (many/lots of), todos/as (all)	High-frequency vocabulary relevant to give context. Essential verb - -ser in the preterite and present used to form the passive Reflexive pronoun - se (themselves) Absolute superlatives - adjectives withísimo, ísimos. Essential verb - tener (to have) in preterite tense, poner (to put), poder (to be able to), venir (to come), traer (to bring), decir (to say) Infinitive expressions, para +, a, sin +, antes de +, después de +	High-frequency vocabulary relevant to give context. Essential verbs - -soler (to tend to, to usually, ) in the imperfect tense + infinitive Conjunctions - no solo... sino también (not only, but also), tanto... como (both... and...) Verbs - saber, conocer (to know (facts), to know (people, places, things)) used to form present continuous Indirect object pronouns - me, te, le, nos, os, les St clauses - si... pués (if... could), si tuviera (if I had), si fuera (if I were) Times - e.g. a las tres, a las veintidós Phrases to indicate future plans - e.g. quiero (I want), tengo la intención de (I intend to) Essential verbs - -ser (to be) and ir (to go) in the present subjunctive	High-frequency vocabulary relevant to give context. Phrases to express points of view with subjunctive - e.g. es importante que... es esencial que... Hay que + infinitive (you must) Essential verb - -estar (to be temporary) in the imperfect tense Used to create the imperfect continuous	
<b>End point of half term</b>	Pupils will have built upon their knowledge of this topic from Year 8 and Year 9 and developed it using the grammatical elements introduced in this module to create interest and engagement. Pupils will have continued to develop their skill of identifying verbs, tenses and vocabulary to help with receptive language.	Pupils will be able to talk about all aspects of their school life including past experiences and what they plan to do. Pupils will be able to use the grammatical elements from this chapter to add complexity to their descriptions. Pupils will have strengthened their ability to use context to help them understand.	Pupils will be able to explain how they like to spend their spare time, how they used to and how they are going to go using grammatically complex structures that they have been practising through the topic. Pupils will be able to recognise, identify relevant vocabulary and distinguish meaning using grammatical understanding. Pupils will be able to understand and produce work with a variety of time frames and different situations.	Pupils will be able to describe their daily routines and lives comparing with the past and the future. Pupils will be able to narrate stories about special days and use language and grammar to generate interest. Pupils will have built their skill of inference.	Pupils will be able to speak about their preferences and desires for the future using complex structures. Pupils will be able to identify complex structures that make a piece better and manipulate this for their own benefit.	Pupils will be able to give convincing opinions about problems in the world and offer practical and ideal world solutions using a variety of tenses.	
<b>Assessment Methods</b>	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SPS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SPS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SPS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SPS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SPS. Speaking exams	Listening, reading and speaking GCSEs	