

### **Subject Vision**

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

### **Subject End Points**

EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation

EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language

EP3 read understand and to be able to respond to a variety of authentic texts

EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately

EP5 Develop an appreciation for Spanish speaking culture

## Subject Domains of Knowledge

- D1 Myself
- D2 Family
- D3 Home
- D4 Area
- D5 Free time
- D6 Sports
- D7 School
- D8 Holidays and travel
- D9 Future plans
- D10 Festivals and celebrations
- D11 Environment
- D12 Life online
- D12 Tourism
- D13 Food and Drink
- D14 Daily Life

## Subject Key Concepts

- C1 Nouns
  - Gender
  - Singular and plural
- C2 Articles
  - definite
  - Indefinite
  - partitive
- C3 Adjectives
  - Agreements
  - Position
  - Comparative
  - Superlative
  - Demonstrative
  - Possessive
  - Indefinite
  - interrogative
- C4 Adverbs
  - Comparative
  - Superlative
  - Regular
  - Interrogative
  - Adverbs of time and place
- C5 Quantifiers/intensifiers
- C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)
- C7 Pronouns
  - Personal
  - Reflexive
  - Relative
  - Direct and indirect object
  - Demonstrative

- Indefinite
  - interrogative
- C8 Verbs
- Regular and irregular
  - Negatives
  - Tenses
  - Present
  - Perfect
  - Imperfect
  - Future
  - Conditional
  - Pluperfect
  - Subjunctive
  - Passive
  - Imperative
  - Present participles
- C9 Idiomatic expressions  
C10 Opinion expressions

## Medium Term Curriculum Plan

### Year 7 Spanish

Term	Term 1 : Mi vida - My life	Term 2: Mi tiempo libre - My free time
<b>Unit overview</b>	<i>In this unit pupils will learn to describe themselves and members of their family</i>	<i>In this unit pupils will learn to describe what they do in their free time and what activities they enjoy.</i>
<b>Lesson Sequence</b>	<ol style="list-style-type: none"> <li>1. <b>¿Cómo te llamas?</b> In this lesson students will learn to get used to Spanish pronunciation and introduce yourself</li> <li>2. <b>¿Qué tipo de persona eres?</b> In this lesson students will learn to talk about your personality and use adjectives that end in -o/-a</li> <li>3. <b>¿Tienes hermanos?</b> In this lesson students will learn to talk about age, brothers and sisters and use the verb tener (to have)</li> <li>4. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>5. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>6. <b>Cómo soy...</b> In this lesson students will learn to write a text for a time capsule and add variety to your writing</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>¿Qué te gusta hacer?</b> In this lesson students will learn to say what they do and don't like doing and to give opinions</li> <li>2. <b>¿Qué haces en tu tiempo libre?</b> In this lesson students will learn to talk about what they do in their spare time, use expressions of frequency and use -ar verbs in the present tense</li> <li>3. <b>¿Qué tiempo hace?</b> In this lesson students will learn to talk about what the weather is like and use the connective cuando</li> <li>4. <b>¿Qué deporte haces?</b> In this lesson students will learn to say which sports they do, say what they think of different sports and use the irregular verb hacer and the stem changing verb jugar</li> </ol>
<b>Key Domains and Concepts taught in this Unit / Term</b>	D1 Myself D2 Family C1 Nouns <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> C2 Articles <ul style="list-style-type: none"> <li>• Definite</li> <li>• Indefinite</li> </ul>	D5 Free time C1 Nouns <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> C2 Articles <ul style="list-style-type: none"> <li>• Definite</li> <li>• Indefinite</li> <li>• Partitive</li> </ul>

- Partitive

### C3 Adjectives

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

### C4 Adverbs

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

### C5 Quantifiers/intensifiers

C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

### C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

### C8 Verbs

- Regular and irregular
- Negatives
- Tenses

### C3 Adjectives

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
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### C4 Adverbs

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### C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

### C8 Verbs

- Regular and irregular
- Negatives
- Tenses
- Present

	<ul style="list-style-type: none"> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<p><b>KS4 End Points</b></p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>

<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>Using the alphabet</li> <li>Talking about personality</li> <li>Using adjectives that end in <i>-o/-a</i></li> <li>Talking about age, using numbers 1-31</li> <li>Talking about brothers and sisters</li> <li>Using the verb <i>tener</i> (to have)</li> <li>Saying when their birthday is</li> <li>Talking about pets</li> <li>Learning colours</li> <li>Making adjectives agree with nouns</li> </ul>	<ul style="list-style-type: none"> <li>Saying what you like to do / Giving opinions using <i>me gusta</i> + infinitive</li> <li>Saying what you do in your spare time</li> <li>Using <i>-ar</i> verbs in the present tense</li> <li>Talking about the weather / Using <i>cuando</i> (when)</li> <li>Saying what sports you do / Using <i>hacer</i> (to do) and <i>jugar</i> (to play)</li> <li>Reading about someone's favourite things</li> <li>Understanding more challenging texts</li> <li>Taking part in a longer conversation</li> <li>Using question words</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>Use the alphabet and spell words</li> <li>Can use accurate pronunciation and intonation for key phonic sounds</li> <li>To introduce themselves and mention their age</li> <li>Ask and answer simple questions in a simple conversation</li> <li>Write about themselves in simple phrases/sentences</li> <li>Develop strategies to learn vocabulary</li> <li>Describe their character</li> <li>Say if they have any pets</li> <li>Say when their birthday is</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they like to do</li> <li>Describe what they do in their spare time</li> <li>Using <i>-ar</i> verbs in the present tense</li> <li>Talking about the weather</li> <li>Can be creative with extending language and use adjectives, conjunctions and negatives to make the language flow</li> <li>Can produce longer texts using a range of persons with <i>jugar</i> and <i>hacer</i></li> <li>Can translate sentences accurately from Spanish to English and from English to Spanish.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Refer to the handbook</li> <li>Numbers-simple sums</li> <li>Understand connectives, qualifiers, adjectives</li> <li>Spellings/use of the alphabet</li> <li>Understanding the concept of masculine/feminine nouns and singular/plural</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the handbook</li> <li>Opinions – key vocabulary</li> <li>Key verbs</li> </ul>

<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>This may be the first time students are accessing Spanish – we assume no prior learning</p>	<p>Using the verb 'to have', making adjectives agree with nouns</p>
<b>Next steps in learning</b>	<p>Recognising of key vocabulary, cognates and scanning for key words and annotating the text when improving reading skills.</p>	<p>Students can recognise cognates, understand simple words, the main points used in the conversation, understand gist of new words, and some can understand high level vocabulary when improving listening skills</p>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Understanding the concept of masculine/feminine nouns</li> <li>• Understanding the concept of singular/plural</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugating verbs in present tense</li> <li>• Giving opinions using me gusta + infinitive</li> <li>• Stem-changing verbs e.g. jugar</li> </ul>



Terms	Term 3 : Mi insti - My school	Term 4: Mi familia y mis amigos - My family and my friends
Unit Overview	<i>In this unit pupils will learn to describe their school day and what subjects they like and dislike.</i>	<i>In this unit pupils will learn to describe their family and friends and their likes and dislikes</i>
Sequence of lessons	<ol style="list-style-type: none"> <li>1. <b>Qué estudias?</b> In this lesson students will learn to say which subjects they study on different days and say what their favourite day is giving a reason. and they will learn how to use the “we “ form of ar verbs</li> <li>2. <b>Te gustan las ciencias ?</b> In this lesson students will learn to give opinions on school subjects and teachers giving reasons and use me gusta and me gustan +el/la/los/las</li> <li>3. <b>¿Qué hay en tu insti?</b> In this lesson students will learn to describe their school , use the correct form of “a”, “some” and “the” and use hay and no hay</li> <li>4. <b>durante el recreo</b> In this lesson students will learn to say what they do at break time , er and ir verbs</li> <li>5. <b>¿ te gusta tu instituto?</b> In this lesson students will learn to understand predictions about schools and use predictions as a listening strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>¿Cuántos personas hay en tu familia?</b> In this lesson students will learn to talk about their family and use possessive adjectives</li> <li>2. <b>¿de qué color tienes los ojos?</b> In this lesson students will learn to describe their hair and eye colour and use the verbs tener and ser</li> <li>3. <b>¿Cómo es?</b> In this lesson students will say what other people look like and use verbs in the 3<sup>rd</sup> person</li> <li>4. <b>¿Cómo es tu casa o tu piso?</b> In this lesson students will learn to describe where they live and use the verb estar-to be</li> <li>5. <b>El carnaval en familia</b> In this lesson students will learn about the carnival in Cadiz and look up unfamiliar words in the dictionary</li> </ol>
Key Domains and Concepts taught in this Unit / Term	D7 School <b>C1 Nouns</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <b>C2 Articles</b> <ul style="list-style-type: none"> <li>• Definite</li> <li>• Indefinite</li> <li>• Partitive</li> </ul> <b>C3 Adjectives</b> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> </ul>	D2 Family <b>C1 Nouns</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <b>C2 Articles</b> <ul style="list-style-type: none"> <li>• Definite</li> <li>• Indefinite</li> <li>• Partitive</li> </ul> <b>C3 Adjectives</b> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> </ul>



SOUTH DOWNS

LEARNING TRUST

## Spanish Year 7

- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

### C4 Adverbs

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

### C5 Quantifiers/intensifiers

C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

### C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

### C8 Verbs

- Regular and irregular
- Negatives
- Tenses
- Present
- Perfect
- Imperfect
- Future

- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

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### C8 Verbs

- Regular and irregular
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- Future

	<ul style="list-style-type: none"> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions <b>C10 Opinion expressions</b></p>
<p><b>KS4 End Points</b></p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>

<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>Saying what subjects you study</li> <li>Using <i>-ar</i> verbs to say what 'we' do</li> <li>Giving opinions about school subjects / Using <i>me gusta(n) + ella/los/las</i></li> <li>Describing your school / Using the words for 'a', 'some' and 'the'</li> <li>Talking about break time / Using <i>-er</i> and <i>-ir</i> verbs</li> <li>Understanding details about schools</li> <li>Using prediction as a listening strategy</li> <li>Writing a longer text about your school / Checking your written work is accurate</li> </ul>	<ul style="list-style-type: none"> <li>Describing your family / Using possessive adjectives</li> <li>Describing your hair and eye colour</li> <li>Using the verbs <i>ser</i> and <i>tener</i></li> <li>Saying what other people look like</li> <li>Using verbs in the third person</li> <li>Describing where you live</li> <li>Using the verb <i>estar</i> (to be)</li> <li>Reading about the carnival in Cadiz</li> <li>Looking up new Spanish words in a dictionary</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>Can talk about the subjects they study on which day and say which their favourite day is</li> <li>Can produce a paragraph about likes and dislikes and justify opinions. To introduce themselves and mention their age</li> <li>Can speak with confidence about school facilities</li> <li>Can describe different activities they do during break using <i>-er</i> and <i>-ir</i> verbs</li> <li>Can translate sentences accurately from Spanish to English and from English to Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Can produce written and spoken language about their family</li> <li>Can translate sentences accurately from Spanish to English and from English to Spanish</li> <li>Can be creative with extending language and uses all parts of <i>tener and ser</i></li> <li>Can produce sentences to describe other people</li> <li>Can produce language from memory to describe their flat/ house.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Refer to the handbook</li> <li>Using <i>-er</i> and <i>-ir</i> verb</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the handbook</li> <li>Opinions – key vocabulary</li> <li>Key verbs</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>Starter activities that review and consolidate prior learning.</li> <li>Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Starter activities that review and consolidate prior learning.</li> <li>Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	Use of different opinions, conjugating verbs	Conjugating verbs, adjectives, qualifiers, connectives
<b>Next steps in learning</b>	Students can write simple words without guidance, express opinions, use different tenses accurately, use higher level vocabulary, vary the verb subject agreement and conjugate accurately when improving writing skills	Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills.
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Understanding the concept of masculine/feminine nouns</li> <li>• Understanding the concept of singular/plural</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of masculine/feminine nouns</li> <li>• Understanding the concept of singular/plural</li> <li>• Conjugating verbs in present tense</li> </ul>

<b>Term</b>	<b>Term 5: Mi ciudad – My town</b>	<b>Term 6:</b> Reviewing content and grammar from terms 1 to 5
<b>Unit Overview</b>	<i>In this unit pupils will learn to describe their town and where they like to go.</i>	<i>In this unit pupils will consolidate the key grammar and vocabulary that they have learnt throughout Units 1 to 5 and gain a deeper insight into the culture and traditions of Spanish speaking countries.</i>
<b>Sequence of lessons</b>	<ol style="list-style-type: none"> <li>1. <b>¿Qué hay en tu ciudad?</b> In this lesson students will learn to describe their town or village and to use “a” “some” or “many” in Spanish</li> <li>2. <b>¿Qué haces en tu ciudad?</b> In this lesson students will learn to tell the time and use the verb ir to go</li> <li>3. <b>En la cafetería</b> In this lesson students will learn to order in a café and use the verb querer to want</li> <li>4. <b>¿Qué vas a hacer?</b> In this lesson students will learn to say what they will do at the weekend and use the near future tense</li> <li>5. <b>¿te gusta tu ciudad?</b> In this lesson students will learn understand people describing their town and listen to detail</li> <li>6. <b>Mi vida en la Habana...</b> In this lesson students will learn to write a bog about their town and activities and use two tenses together</li> </ol>	<i>The structure of these lessons will depend on the class, and assessment from the teacher as to how well they have done in previous units, and what needs working on</i>
<b>Key Domains and Concepts taught in this Unit / Term</b>	D3 Home <b>C1 Nouns</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <b>C2 Articles</b> <ul style="list-style-type: none"> <li>• Definite</li> <li>• Indefinite</li> <li>• Partitive</li> </ul> <b>C3 Adjectives</b>	<b>C1 Nouns</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <b>C2 Articles</b> <ul style="list-style-type: none"> <li>• Definite</li> <li>• Indefinite</li> <li>• Partitive</li> </ul> <b>C3 Adjectives</b> <ul style="list-style-type: none"> <li>• Agreements</li> </ul>

- **Agreements**
- Position
- Comparative
- Superlative
- Demonstrative
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- C4 Adverbs
  - Comparative
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- C5 Quantifiers/intensifiers**
- C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)
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  - **Regular and irregular**
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  - **Present**
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  - Perfect
  - Imperfect

	<ul style="list-style-type: none"> <li>• Imperfect</li> <li>• <b>Near Future</b></li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• <b>Near Future</b></li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions <b>C10 Opinion expressions</b></p>
<p><b>KS4 End Points</b></p>	<p><b>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</b></p> <p><b>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</b></p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p><b>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</b></p> <p><b>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</b></p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>



<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Describing your town or village</li> <li>• Using 'a', 'some' and 'many' in Spanish</li> <li>• Telling the time</li> <li>• Using the verb ir (to go)</li> <li>• Ordering in a café</li> <li>• Using the verb querer (to want)</li> <li>• Saying what you are going to do at the weekend</li> <li>• Understanding people describing their town</li> <li>• Listening for detail - using the near future tense</li> <li>• Writing a blog about your town and activities</li> <li>• Using two tenses together</li> </ul>	<p>Reviewing content and grammar from terms 1 to 5</p> <p>Listening, Reading, Speaking and Writing practice from modules 1-5 using extension resources and skills practice at the end of each module, Revision, grammar and Te toca a ti resources at the back of the book.</p> <p>An opportunity to explore more literary texts, songs and culture</p>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Can give an opinion using creo que ....</li> <li>• Can talk about other people</li> <li>• Can add conjunctions, sequencing words</li> <li>• Can use the time</li> <li>• Can use the paradigm of querer. They can take part in a conversation to order food</li> <li>• Can ask how much something is</li> <li>• Can use all parts of 'ir'</li> </ul>	<p>Reviewing content and grammar from terms 1 to 5</p> <p>Listening, Reading, Speaking and Writing practice from modules 1-5 using extension resources and skills practice at the end of each module, Revision, grammar and Te toca a ti resources at the back of the book.</p> <p>An opportunity to explore more literary texts, songs and culture</p>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Refer to the handbook</li> <li>• Using querer and ir</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the handbook</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	Conjugating verbs, Stem changing verbs e.g. querer, jugar	Conjugating verbs, adjectives, qualifiers, connectives
<b>Next steps in learning</b>	Students can write simple words without guidance, express opinions, use different tenses accurately, use higher level vocabulary, vary the verb subject agreement and conjugate accurately when improving writing skills	Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills.
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Understanding the concept of 'a, some, many'</li> <li>• Understanding the concept of masculine/feminine nouns</li> <li>• Understanding the concept of singular/plural</li> <li>• Time</li> <li>• Stem changing verbs e.g. querer</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of masculine/feminine nouns</li> <li>• Understanding the concept of singular/plural</li> <li>• Conjugating verbs in present tense</li> </ul>