

# 3. FIVE YEAR CURRICULUM PLAN

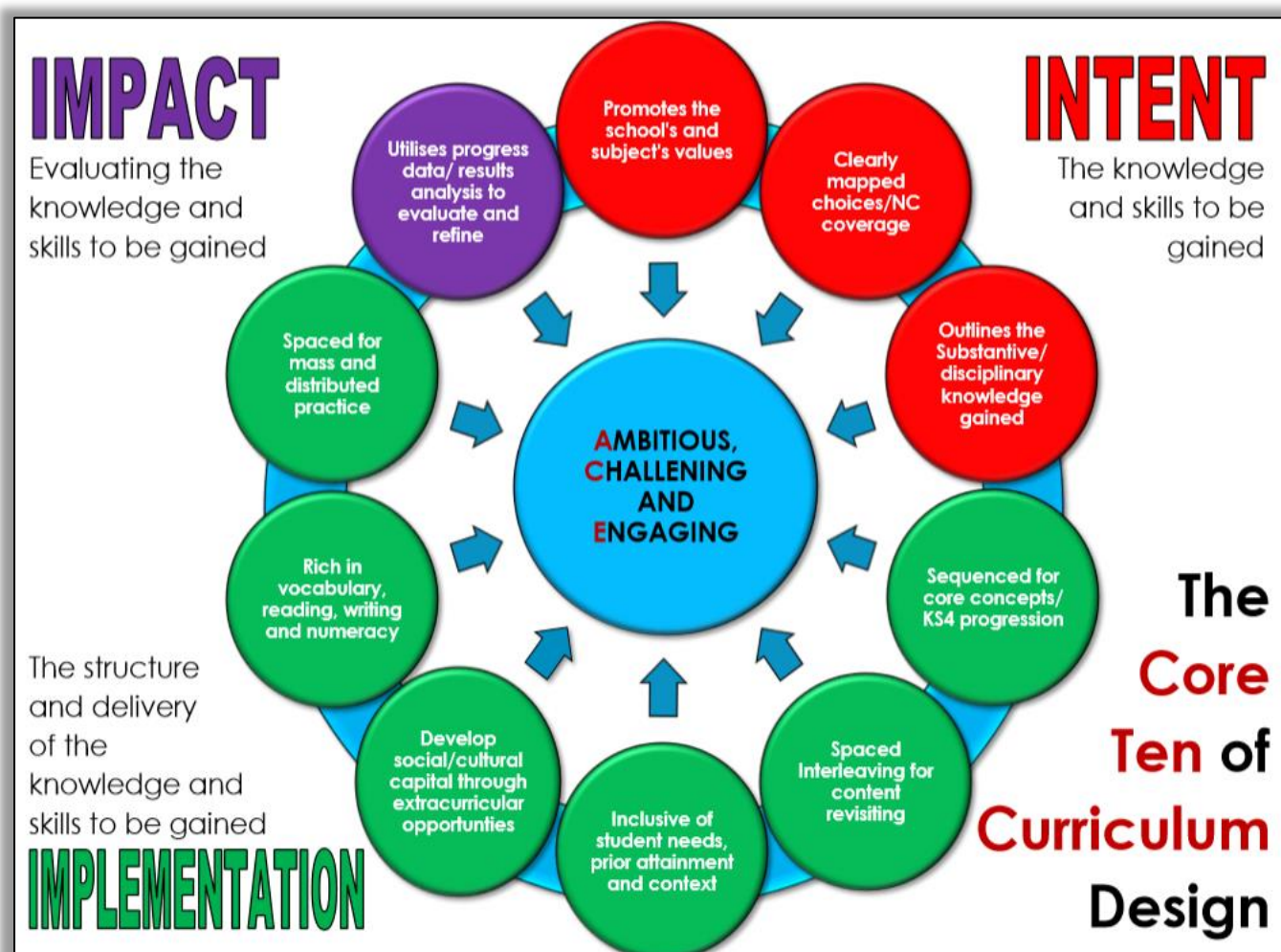
## Key Stage 3 and 4

Subject: Spanish

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

## KS3 – Year 7 Year Plan

### Intent

Aims:

Year 7 students will get used to Spanish pronunciation and will learn how to:

- Talk about themselves (including descriptions, family, birthdays and pets).
- Describe what they do in their free time (including hobbies, sports, opinions and reasons).
- Describe their school life (including subjects, facilities, break time activities, opinions and reasons).
- Talk about family and friends (including physical descriptions, relationships and the area where they live).
- Describe the city where they live (including places, activities and telling the time).

Year 7 students will also be able to:

- Understand masculine and feminine adjectives.
- Understand word order.
- Use a variety of opinions and reasons.
- Use verbs in the third person.
- Use Ser & estar
- Use both the present tense and immediate future tense.
- Take part in conversations.
- Understand texts that are more challenging.

		<p>- Look up new Spanish words in a dictionary.</p> <p>- Use prediction as a listening strategy. - Listen for detail.</p>		
Academy values:	<p>The Spanish programme of study develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, students will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.</p>			
Units of Study:				
Unit/Topic 1	Content:	Mi vida: Unit 1a & 1b	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> <li>✓ Linguistic competence</li> </ul>
	Key Concepts:	<p>-Introduction to the target language</p> <p>-Talking about yourself (including descriptions, age, where you live, personality)</p> <p>-Understand masculine and feminine adjectives.</p> <p>-Talking about family &amp; friends</p> <p>-using verbs in the third person</p> <p>-conjugate the present tense</p>	Powerful Knowledge:	Reading & understanding Poems "el hombre de color"
Unit/Topic 2	Content:	Unit 2 Mi tiempo libre	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> </ul>

				<ul style="list-style-type: none"> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>-Discussing free time activities</li> <li>-Conjugating the future tense</li> <li>-Discussing future plans</li> </ul>	Powerful Knowledge:	To use the present and future tense together
Unit/Topic 3	Content:	Unit 3 Mi insti	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>-Talking about school subjects</li> <li>-Giving opinions and reasons</li> <li>-Revision of the future tense</li> </ul>	Powerful Knowledge:	To use the present and future tense together
Unit/Topic 4	Content:	Unit 4 Mi ciudad	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>- Understand word order.</li> <li>- Use a variety of opinions and reasons.</li> <li>- Use verbs in the third person.</li> <li>- Use both the present tense and immediate future tense.</li> </ul>	Powerful Knowledge:	To tackle an authentic text (newspaper article)
Unit/Topic 5	Content:	Unit 5 De paseo por el mundo hispano(1)	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> </ul>

		A Project to learn more about the target language		<ul style="list-style-type: none"> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>- Revision of masculine and feminine adjectives.</li> <li>- Use a variety of opinions and reasons.</li> <li>- Use verbs in the third person.</li> <li>- Use both the present tense and immediate future tense.</li> <li>- Take part in conversations.</li> <li>- Understand texts that are more challenging.</li> <li>- Look up new Spanish words in a dictionary.</li> </ul>	Powerful Knowledge:	To explore a variety of customs and festivals in Spain and Spanish speaking countries

## Implementation

Progression from KS2:	No (or very little) prior knowledge
Progression to Year 8:	Sound knowledge of the alphabet, adjectival agreement, present and future tense.
Spaced Interleaving:	<p>Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 1 students revise the use of the present tense on the topic of friends and family. They are then able to use their knowledge of the present tense to discuss a totally unrelated topic in term 3 and discuss free time activities using the present tense from Term 1.</p> <p>Term 1 – present tense  Term 2 – adjectival agreement  Term 3 – present tense &amp; opinions  Term 4 - future tense &amp; adjectival agreement  Term 5 – present tense &amp; future tense  Term 6 – adjectival agreement, present tense, future tense &amp; opinions</p>

Student Needs:	SEND:	<p>The curriculum is well differentiated, and learning material adapted where appropriate. Teaching strategies may include;</p> <ul style="list-style-type: none"> <li>✓ the use of multisensory approaches including the use of ICT</li> <li>✓ working with teaching assistants</li> <li>✓ wording of questions is planned carefully</li> <li>✓ identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention.</li> </ul>	Context	<p>Lessons are engaging to encourage student interest and maintain pace. In addition;</p> <ul style="list-style-type: none"> <li>✓ tasks are well differentiated to enable all students to feel confident and able to complete any task.</li> <li>✓ Learning vocabulary outside of the lesson in the form of Quizlets is actively encouraged</li> <li>✓ Knowledge organisers are provided and linked to vocabulary learning homework</li> </ul>
	LPA:	All lessons are well differentiated and	HPA:	There is a stretch on most slides and access to a differentiated

		scaffolded into bronze, silver and gold tasks.		challenge wall / authentic resources corner for all abilities.
Extracurricular:	After school KS3 Spanish Café club			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>As the majority of students are new to Spanish, a substantial amount of time is dedicated to students absorbing tier 1 vocabulary as a means of basic communication in Spanish. Students have access to a list of key words at the beginning of the topic which are practised in the form of sentence level spelling tests and do now activities.</p> <p>Strong focus on recognising cognate patterns to facilitate tier 1 vocabulary learning.</p>	Reading:	<p>Using the four C's to help students understand the detail of the text and work out the meaning of new words.</p> <p><b>Clues</b> <b>Cognates</b> <b>Context</b> <b>Common sense</b></p>
	Writing:	Extended writing tasks on Units 1-5 in the form of an Exit Ticket and follow up improvement	Numeracy:	A variety of differentiated sums and sequencing patterns in Spanish for students to work out

		task based on teacher feedback.  Writing frames within activities to support extended writing tasks		
Practice:	Mass:	End of topic assessments covering Units 1-5 in all skills Listening, Speaking, Reading & Writing	Distributed:	<ul style="list-style-type: none"> <li>✓ Exit Tickets</li> <li>✓ Low stakes grammar quizzes</li> <li>✓ Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</li> <li>✓ Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</li> </ul>

## KS3 – Year 8 Year Plan

### Intent

Aims:	<p>Year 8 students will get used to Spanish pronunciation and will learn how to:</p> <ul style="list-style-type: none"> <li>- Describe a past holiday (including destinations, transport, activities and opinions)</li> <li>- Talk about media and technology (including mobile phones, types of music, TV programmes and movie genres).</li> </ul>
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		<ul style="list-style-type: none"> <li>- Describe their eating and drinking habits (including likes and dislikes, meals and mealtimes, ordering in a restaurant, buying for a party and learning about food in other countries)</li> <li>- Talk about arranging to go out (including inviting someone, making excuses, talking about clothes getting ready to go out, talking about sporting events and describing a fancy dress party)</li> <li>- Describe a holiday using three tenses (including holiday homes and activities, summer camps, holiday destinations, asking for, and giving directions).</li> </ul> <p>Year 8 students will also be able to:</p> <ul style="list-style-type: none"> <li>- Use the preterite tense.</li> <li>- Give a range of opinions and reasons.</li> <li>- Use comparatives.</li> <li>- Tackle authentic texts.</li> <li>- Use negatives.</li> <li>- Use reflexive verbs.</li> <li>- Use three tenses together.</li> </ul>
Academy values:		The Spanish programme of study develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, students will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.
Units of Study:		
Unit/Topic 1	Content:	Unit 1a & 1b Mis vacaciones Talking about a past holiday
NC Content:		<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> </ul>

				<ul style="list-style-type: none"> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>-Conjugating the past tense</li> <li>-Understanding irregular past tense verbs</li> <li>-Using the past and present tense together</li> <li>-Giving weather phrases and extended opinions</li> </ul>	Powerful Knowledge:	<ul style="list-style-type: none"> <li>- To identify the present and past tense together</li> </ul>
Unit/Topic 2	Content:	Unit 2 Todo sobre mi vida. Discussing what you did yesterday	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>- Use the preterite tense.</li> <li>- Give a range of opinions and reasons.</li> <li>- Use comparatives.</li> </ul>	Powerful Knowledge:	-To tackle an authentic text
Unit/Topic 3	Content:	Unit 3 ¡A comer! Ordering a meal / saying what you are going to eat	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>- Tackle authentic texts.</li> <li>- Use negatives.</li> </ul>	Powerful Knowledge:	<ul style="list-style-type: none"> <li>- To initiate a conversation / order a meal</li> </ul>

		<ul style="list-style-type: none"> <li>- Use reflexive verbs.</li> <li>- Use three tenses together.</li> <li>- Use the imperative.</li> </ul>		
Unit/Topic 4	Content:	<p style="text-align: center;">Unit 4 ¿Qué hacemos? Arranging to go out</p>	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> <p>Linguistic competence</p>
	Key Concepts:	<ul style="list-style-type: none"> <li>- Use the preterite and future tense.</li> <li>- Give a range of opinions and reasons.</li> <li>- Tackle authentic texts.</li> <li>- Use negatives.</li> </ul>	Powerful Knowledge:	<ul style="list-style-type: none"> <li>- Read a story &amp; understand the gist</li> </ul> <p>"Billy Elliot" / Harry Potter</p>
Unit/Topic 5	Content:	<p>De paseo por el mundo hispano(2) A Project to learn more about the target language</p>	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> <p>Linguistic competence</p>
	Key Concepts:	<ul style="list-style-type: none"> <li>- Use the preterite tense.</li> <li>- Give a range of opinions and reasons.</li> <li>- Use comparatives.</li> <li>- Tackle authentic texts.</li> <li>- Use negatives..</li> <li>- Use three tenses together.</li> </ul>	Powerful Knowledge:	<ul style="list-style-type: none"> <li>- To identify the present, past and future tense together</li> <li>- To explore a variety of customs and festivals in Spain and Spanish speaking countries</li> </ul>

## Implementation

Progression from Year 7:	Sound knowledge of the alphabet, adjectival agreement, word order, present and future tense.			
Progression to Year 9:	Using two tenses together, giving opinions in the present and past tense			
Spaced Interleaving:	<p>Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 2 students revise the use of present and past tense opinions on the topic of holidays. They are then able to use their knowledge of present and past tense opinions to give their views on a totally unrelated topic in term 6 about their favourite Spanish festivals.</p> <p>Term 1 – past tense, past tense opinions &amp; adjectival agreement  Term 2 – past tense, present tense and opinions (in both tenses)  Term 3 – future tense  Term 4 - adjectival agreement, present &amp; past tense  Term 5 – present, past and future tense  Term 6 – adjectival agreement, present, past, future tense &amp; opinions</p>			
Student Needs:	SEND:	<p>The curriculum is well differentiated, and learning material adapted where appropriate. Teaching strategies may include;</p> <ul style="list-style-type: none"> <li>✓ the use of multisensory approaches including the use of ICT</li> <li>✓ working with teaching assistants</li> <li>✓ wording of questions is</li> </ul>	Context	<p>Lessons are engaging to encourage student interest and maintain pace. In addition;</p> <ul style="list-style-type: none"> <li>✓ tasks are well differentiated to enable all students to feel confident and able to complete any task.</li> <li>✓ Learning vocabulary outside of the lesson in the form of Quizlets is actively encouraged</li> <li>✓ Knowledge organisers are provided and linked to vocabulary learning homework</li> </ul>

		<p>planned carefully</p> <p>✓ identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention.</p>		
	LPA:	All lessons are well differentiated and scaffolded into bronze, silver and gold tasks.	HPA:	There is a stretch on most slides and access to a differentiated challenge wall / authentic resources corner for all abilities.
Extracurricular:	After school KS3 Spanish Café club			
Literacy/Numeracy:	Vocab (tier 2/3):	Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.	Reading:	Reading to summarise and extract information in Spanish using tier 2/3 vocabulary on Units 1-5.
	Writing:	Extended writing tasks on Units 1-5 in the form of an Exit Ticket and follow up improvement	Numeracy:	A variety of differentiated sums and sequencing patterns in Spanish for students to work out

		task based on teacher feedback.  Writing frames within activities to support extended writing tasks		
Practice:	Mass:	End of topic assessments covering Units 1-5 in all skills Listening, Speaking, Reading & Writing	Distributed:	<ul style="list-style-type: none"> <li>✓ Exit Tickets</li> <li>✓ Low stakes grammar quizzes</li> <li>✓ Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</li> <li>✓ Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</li> </ul>

## KS3 – Year 9 Year Plan

### Intent

Aims:	<p>Year 9 students will learn how to:</p> <ul style="list-style-type: none"> <li>- Talk about things they like</li> <li>- Discuss birthday celebrations</li> <li>- Saying what job they would like to do</li> </ul>
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- Talking about a healthy lifestyle
- Describe a holiday (including holiday preferences, past holidays, booking accommodation and describing trips)
- Year 9 students will also be able to:
- Use three tenses together
  - Use verbs of opinion to refer to different people.
  - Use two past tenses.
  - Give opinions in the past tense.
  - Understand high numbers.
  - Use three tenses together.
  - Identify positive and negative opinions.
  - Use negatives.
  - Use phrases followed by infinitives.
  - Ask and answer questions.
  - Extend responses by referring to others.

Academy values:

The Spanish programme of study develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, students will

learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.

Units of Study:

Unit/Topic 1	Content:	Unit 1 & 1b Somos así Talking about things you like & discussing birthday celebrations	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>- Use three tenses together</li> <li>- Use verbs of opinion to refer to different people.</li> <li>- Give opinions in the past tense.</li> <li>- Identify positive and negative opinions.</li> <li>- Use phrases followed by infinitives.</li> </ul>	Powerful Knowledge:	To use a variety of opinions and reasons why To use the present, past and future tense together
Unit/Topic 2	Content:	Unit 2 ¡orientate! Saying what job you would like to do	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>-conjugating the conditional tense</li> <li>- Using a variety of future tenses</li> <li>- using reflexive verbs</li> <li>- giving extended opinions &amp; reasons why</li> </ul>	Powerful Knowledge:	To discuss future ambitions



Unit/Topic 3	Content:	Unit 3 En Forma Talking about a healthy lifestyle	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>- express and develop ideas clearly using a variety of future tense expressions</li> <li>- write creatively to express ideas and opinions</li> <li>- translate short written text accurately</li> </ul>	Powerful Knowledge:	To use idioms
Unit/Topic 4	Content:	Unit 4a ¡Desconéctate! Giving an account of a holiday	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence
	Key Concepts:	<ul style="list-style-type: none"> <li>-use three tenses together</li> <li>- initiate and develop conversations</li> <li>-coping with unfamiliar language and unexpected responses</li> </ul>	Powerful Knowledge:	Use a variety of tenses to discuss a holiday
Unit/Topic 5	Content:	Unit 4b ¡Desconéctate!	NC Content:	<ul style="list-style-type: none"> <li>✓ Listening</li> <li>✓ Speaking</li> <li>✓ Reading</li> <li>✓ Writing</li> <li>✓ Translation</li> <li>✓ Grammar &amp; Vocabulary</li> </ul> Linguistic competence

	Key Concepts:	use three tenses together - initiate and develop conversations - coping with unfamiliar language and unexpected responses	Powerful Knowledge:	To make a complaint
<b>Implementation</b>				
Progression from Year 8	Using two tenses together, giving opinions in the present and past tense			
Progression to Year 10:	Verb conjugation in 3 tenses, using coping strategies to access harder listening material and texts, creating interesting sentences using idioms.			
Spaced Interleaving:	<p>Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 1 students revise the use of present, past and future tense on the topic of hobbies and free time. They are then able to use their knowledge of three tenses to discuss a totally unrelated topic in term 4 about food and healthy living in all three tenses.</p> <p>Term 1 – present, past &amp; future tense  Term 2 – future opinions + past and present tense  Term 3 – adjectival agreement, present, past and future tense  Term 4 – giving opinions in all three tenses, adjectival agreement  Term 5 – present, past and future tense, using idioms  Term 6 – idioms, present, past, future tense &amp; opinions</p>			
Student Needs:	SEND:	<p>The curriculum is well differentiated, and learning material adapted where appropriate. Teaching strategies may include;</p> <ul style="list-style-type: none"> <li>✓ the use of multisensory approaches including the use of ICT</li> </ul>	Context	<p>Lessons are engaging to encourage student interest and maintain pace. In addition;</p> <ul style="list-style-type: none"> <li>✓ tasks are well differentiated to enable all students to feel confident and able to complete any task.</li> <li>✓ Learning vocabulary outside of the lesson in the form of Quizlets is actively encouraged</li> </ul>

		<ul style="list-style-type: none"> <li>✓ working with teaching assistants</li> <li>✓ wording of questions is planned carefully</li> <li>✓ identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Knowledge organisers are provided and linked to vocabulary learning homework</li> </ul>
	LPA:	All lessons are well differentiated and scaffolded into bronze, silver and gold tasks.	HPA:	There is a stretch on most slides and access to a differentiated challenge wall / authentic resources corner for all abilities
Extracurricular:	After school KS3 Spanish Café club			
Literacy/Numeracy:	Vocab (tier 2/3):	Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.	Reading:	Reading rubrics in Spanish in order to summarise what is being asked and to write a clear response using tier 2/3 vocabulary

	Writing:	<p>Extended writing tasks on Units 1-5 in the form of an Exit Ticket and follow up improvement task based on teacher feedback.</p> <p>Writing frames within activities to support extended writing tasks</p>	Numeracy:	A variety of differentiated sums and sequencing patterns in Spanish for students to work out
Practice:	Mass:	<p>End of topic assessments covering Units 1-5 in all skills Listening, Speaking, Reading &amp; Writing</p>	Distributed:	<ul style="list-style-type: none"> <li>✓ Exit Tickets</li> <li>✓ Low stakes grammar quizzes</li> <li>✓ Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</li> <li>✓ Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</li> </ul>

## KS3 – Year 10 Year Plan

### Intent

Aims: Year 10 students will learn how to:

- Describe their school life (including subjects, uniform and the school day, facilities, school rules and problems, plans for a school exchange and activities and achievements).
- Describe their identity and culture (including socializing and family, describing people, talking about social networks, making arrangements, talking about reading preferences and describing relationships)
- Describe their free time and hobbies (including TV programmes and films, sports, what is trending, different types of entertainment and role models who inspire you).
- Describe their city/area and what they do there (Including places in town, shops, features of a region, planning what to do, shopping for clothes, talking about problems in town and describing a visit to another town)
- Describe their identity and culture (including meals and mealtimes, daily routine, illnesses and injuries, Typical foods,
- comparing different festivals, describing a special day, ordering in a restaurant and talking about a music festival).

Year 10 students will also be able to:

- Using three tenses together
- Using the present continuous
- using verbs of opinion to refer to different people
- Tackling harder listening exercises
- Using comparatives and superlatives
- - using a range of connectives and a range of negatives
- Recognising similar ideas expressed differently
- Improvising dialogues
- Using synonyms and antonyms

Academy values:		The Spanish programme of study develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, students will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.		
Units of Study:				
Unit/Topic 1	Content:	Unit 2 Mi vida en el insti	Spec Content:	Describing your school Using negatives Distinguishing between the present and the imperfect
	Key Concepts:	-Use the correct adjective agreement -Use a variety of tenses -Use se debe + infinitive	Powerful Knowledge:	Tackling listening and reading tasks which include distractors
Unit/Topic 2	Content:	Unit 3 Mi gente	Spec Content:	Talking about socialising and family Using verbs in the present tense Describing people Recycling use of adjectival agreement
	Key Concepts:	-Use para + infinitive -Use subjunctive phrases -Use a variety of tenses	Powerful Knowledge:	Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
Unit/Topic 3	Content:	Unit 4a & 4b Intereses e influencias	Spec Content:	Talking about what's trending Using the perfect tense Listening for clues

				Talking about who inspires you Using the he/she form of the perfect tense Translating a text into English
	Key Concepts:	- Use stem-changing verbs. - Use suelo + infinitives. - Look at context to identify missing words.	Powerful Knowledge:	To translate a variety of news headlines
Unit/Topic 4	Content:	5 Ciudades	Spec Content:	Narrating a story to add interest Using the subjunctive and imperfect subjunctive
	Key Concepts:	-Describing a city/area and what you can do there -use se puede -talking about problems in town -use WOW phrases and extended opinions	Powerful Knowledge:	To use a variety of Idioms and WOW phrases
Unit/Topic 5	Content:	Unit 6 De costumbre.	Spec Content:	Describing a visit in the past Using different tenses together Extending spoken answers
	Key Concepts:	-comparing different festivals - describing a special day - ordering in a restaurant and talking about a music festiva -revision of key misconceptions of units 1-5	Powerful Knowledge:	Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text
<b>Implementation</b>				
Progression from Year 9:	Extended opinions and reasons (past, present & future) conditional tense, recognising idioms and using a variety of tenses. Students should be able to introduce themselves, give opinions of their interests, describe a cultural event in Spanish, in addition to speaking in different time frames on various topics like school and holidays.			

Progression to Year 11:	Being able to manipulate verbs (conjugation), use a variety of tenses independently, key skills to describe a photo and cope with improvising dialogue			
Spaced Interleaving:	<p>Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 1 students revise the use of present, past and future tense on the topic of school. They are then able to use their knowledge of three tenses to discuss a totally unrelated topic in term 6 about festivals and traditions in all three tenses.</p> <p>Term 1 – using a variety of tenses  Term 2 – giving a range of opinions and using a variety of tenses  Term 3 – using a range of connectives and negatives  Term 4 – giving opinions in all three tenses, using comparative sentences  Term 5 – using idioms in a variety of tenses, using a range of connectives  Term 6 – using a variety of tenses, idioms, opinions, comparatives and connectives</p>			
Student Needs:	SEND:	<p>The curriculum is well differentiated, and learning material adapted where appropriate. Teaching strategies may include;</p> <ul style="list-style-type: none"> <li>✓ the use of multisensory approaches including the use of ICT</li> <li>✓ working with teaching assistants</li> <li>✓ wording of questions is planned carefully</li> </ul>	Context	<p>Lessons are engaging to encourage student interest and maintain pace. In addition;</p> <ul style="list-style-type: none"> <li>✓ tasks are well differentiated to enable all students to feel confident and able to complete any task.</li> <li>✓ Learning vocabulary outside of the lesson in the form of Quizlets is actively encouraged</li> </ul> <p>Knowledge organisers are provided and linked to vocabulary learning homework</p>



		✓ identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention.		
	LPA:	All lessons are well differentiated and scaffolded into bronze, silver and gold tasks.	HPA:	There is a stretch on most slides and access to a differentiated challenge wall / authentic resources corner for all abilities
Extracurricular:				
Literacy/Numeracy:	Vocab (tier 2/3):	Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.	Reading:	Students will use context, scan for distractors and apply the questions from various texts to guide them to the correct answers.
	Writing:	Extended writing tasks on themes 1-8. Knowledge organiser to support writing skills including common misconceptions, high frequency language,	Numeracy:	Logical sequencing practice numbers between 0-100.

		Wow phrases and WAGOLL examples.		
Practice:	Mass:	End of topic assessments covering Units 1-5 in all skills Listening, Speaking, Reading & Writing	Distributed:	<ul style="list-style-type: none"> <li>✓ Exit Tickets</li> <li>✓ Low stakes grammar quizzes</li> <li>✓ Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</li> <li>✓ Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.</li> </ul>

## KS3 – Year 11 Year Plan

### Intent

Aims:	<p>Year 11 students will learn how to:</p> <ul style="list-style-type: none"> <li>- Describe their current and future study and employment (including different jobs, how they earn money, work experience,</li> <li>- languages and travel, applying for a summer job and discussing their plans for the future.</li> <li>- Describe local, national, international and global areas of interest (including types of houses, healthy eating, global issues,</li> </ul> <p>local actions, healthy lifestyles and international sporting events).</p> <p>Year 11 students will also be able to:</p>
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	<ul style="list-style-type: none"> <li>- Use verbs followed by infinitives.</li> <li>- Use words with more than one meaning.</li> <li>- Use lo + adjective.</li> <li>- Use 24-hour clock.</li> <li>- Write a formal letter.</li> <li>- Use "if" clauses</li> </ul>			
Academy values:	The Spanish programme of study develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, students will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.			
Units of Study:				
Unit/Topic 1	Content:	Unit 7 ¡A currar! Discussing jobs and careers	Spec Content:	Discussing plans for the future Using different ways to express future plans Using 'if' clauses
	Key Concepts:	<ul style="list-style-type: none"> <li>-Use if clauses</li> <li>-Use lo + adjective</li> <li>-Use a variety of future phrases</li> </ul>	Powerful Knowledge:	To discuss future ambitions and apply for a summer job To use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests
Unit/Topic 2	Content:	Unit 8 Hacia un mundo mejor Discussing the environment	Spec Content:	Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems

	Key Concepts:	<ul style="list-style-type: none"> <li>-use subjunctive phrases</li> <li>-use a variety of tenses</li> <li>-use extended connectives</li> <li>-use WoW phrases &amp; idioms</li> <li>-Presenting a written argument</li> </ul>	Powerful Knowledge:	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.
Unit/Topic 3	Content:	Skills work, exam-style practice, revision/assessment	Spec Content:	A focussed revision period of key themes, skills and examination preparation for linear assessment.
	Key Concepts:	Listening, speaking, reading & writing revision Themes 1-3	Powerful Knowledge:	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.
Unit/Topic 4	Content:	Skills work, exam-style practice, revision/assessment	Spec Content:	A focussed revision period of key themes, skills and examination preparation for linear assessment
	Key Concepts:	Listening, speaking, reading & writing revision Themes 4-6	Powerful Knowledge:	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with

				using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.
Unit/Topic 5	Content:	Skills work, exam-style practice, revision/assessment	Spec Content:	A focussed revision period of key themes, skills and examination preparation for linear assessment
	Key Concepts:	Listening, speaking, reading & writing revision Themes 7-8	Powerful Knowledge:	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.

## Implementation

Progression from Year 10:	Being able to manipulate verbs (conjugation), use a variety of tenses independently, cope with improvising dialogue and listening for distractors.
Progression to Post-16:	. Confidently holding a conversation in Spanish using fillers and coping strategies to deal with unexpected questions. Using persuasive language to write a formal response and giving opposing points of view on various topics.
Spaced Interleaving:	Grammar skills are interweaved within unrelated topics so that students can recall, recycle and transfer these skills to new contexts for use, in time leading to mastery. For example, in term 2 students revise using idioms on the topic of the environment. They are then able to use their knowledge of idioms in a totally unrelated topic in term 4 when they revise holidays and travel.  Term 1 – using the subjunctive and a range of tenses Term 2 – using a variety of idioms

	<p>Term 3 – using a range of tenses and comparative sentences          Term 4 – giving opinions in all three tenses, using the subjunctive          Term 5 – using idioms in a variety of tenses, using a range of opinions          Term 6 – using a variety of tenses, idioms, opinions, connectives and WOW phrases</p>			
<p>Student Needs:</p>	<p>SEND:</p>	<p>The curriculum is well differentiated, and learning material adapted where appropriate. Teaching strategies may include;</p> <ul style="list-style-type: none"> <li>✓ the use of multisensory approaches including the use of ICT</li> <li>✓ working with teaching assistants</li> <li>✓ wording of questions is planned carefully</li> <li>✓ identifying students who are struggling, after the completion of assessments, and then providing appropriate intervention.</li> </ul>	<p>Context</p>	<p>Lessons are engaging to encourage student interest and maintain pace. In addition;</p> <ul style="list-style-type: none"> <li>✓ tasks are well differentiated to enable all students to feel confident and able to complete any task.</li> <li>✓ Learning vocabulary outside of the lesson in the form of Quizlets is actively encouraged</li> </ul> <p>Knowledge organisers are provided and linked to vocabulary learning homework</p>

	LPA:	All lessons are well differentiated and scaffolded into bronze, silver and gold tasks.	HPA:	There is a stretch on most slides and access to a differentiated challenge wall / authentic resources corner for all abilities
Extracurricular:				
Literacy/Numeracy:	Vocab (tier 2/3):	Students will have access to a list of tier 2/3 vocabulary at the beginning of the topic. These words and phrases are practised in the form of sentence level spelling tests and do now activities.	Reading:	Students will use context, scan for distractors and apply the questions from various texts to guide them to the correct answers
	Writing:	Extended writing tasks on themes 1-8. Knowledge organiser to support writing skills including common misconceptions, high frequency language, Wow phrases and WAGOLL examples.	Numeracy:	Logical sequencing practice numbers between 100 - 1000
Practice:	Mass:	End of topic assessments covering Units 1-5 in all skills Listening, Speaking, Reading & Writing	Distributed:	<ul style="list-style-type: none"> <li>✓ Exit Tickets</li> <li>✓ Low stakes grammar quizzes</li> <li>✓ Regular DNA activities, starters and plenaries e.g. DNA, which is the odd one out?</li> </ul>

				✓ Daily opportunities to revisit and recycle language in order to transfer to new contexts. Do now activities, quizzes, learning questions and whole class feedback support this.
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## 5 Year Curriculum Week Plan

### KS3 - Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	¿Cómo te llamas?	¿Cómo te llamas?	¿Qué tipo de persona eres?	¿Qué tipo de persona eres?	¿Cuándo es tu cumpleaños?	¿Tienes hermanos?	¿Tienes hermanos? <b>Exit Ticket (Part 1)</b>
<b>Autumn Term 2</b>	¿Tienes mascotas?	¿Tienes mascotas?	<b>Baseline Assessment</b>	Como soy <b>Exit Ticket (Part 2)</b>	¿De qué color tienes los ojos? ¿Cómo es?	Se Busca	Navidad en Espana[1]
<b>Spring Term 1</b>	¿Qué te gusta hacer?	¿Cantas Karaoke?	<b>Exit Ticket (Part 1)</b> ¿Qué haces cuando llueve?	¿Qué deportes haces?	¿Eres fanático?	¿Qué haces en tu tiempo libre? <b>Exit Ticket (Part 2)</b>	
<b>Spring Term 2</b>	¿Qué estudias?	¿Te gustan las ciencias?	¿Qué hay en tu insti? <b>Exit Ticket (Part 1)</b>	Durante el recreo ¿Te gusta tu insti?	¿Cómo es tu insti? <b>Exit Ticket (Part 2)</b>		
<b>Summer Term 1</b>	<b>Assessment Window 1 Revision</b>	<b>Assessment Week (Assessment Window 1)</b>	¿Qué hay en tu ciudad?	¿Qué haces en tu ciudad?	¿Qué vas a hacer?	¿Te gusta tu ciudad?	Mi vida en La Habana
<b>Summer Term 2</b>	En la cafetería	De paseo por el mundo hispano[1]	<b>Grammar &amp; End of Year</b>	<b>Grammar &amp; End of Year</b>	<b>End of Year Assessments</b>	De paseo por el mundo hispano[1]	



			<b>Assessment revision</b>	<b>Assessment revision</b>			
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## KS3 - Year 8

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	De vacaciones	¿Qué hiciste?	¿Cómo te fue? <b>Exit Ticket (Part 1)</b>	El ultimo día	El ultimo día <b>Exit Ticket (Part 2)</b>	<b>Assessment Window 1 Revision</b>	<b>Assessment Week (Assessment Window 1)</b>
<b>Autumn Term 2</b>	El verano pasado	Vaya vacaciones	¿Qué se puede hacer en?	¿Dónde está? Campamentos de verano	<b>Exit Ticket (Part 1)</b> Destinos	De vacaciones en Espana <b>Exit Ticket (Part 2)</b>	Navidad en Espana [2]
<b>Spring Term 1</b>	Mi vida, mi movil	¿Qué tipo de música te gusta?	Me gustan las comedias <b>Exit Ticket (Part 1)</b>	¿Qué hiciste ayer?	Mi guía.	Mi vida, tu vida <b>Exit Ticket (Part 2)</b>	
<b>Spring Term 2</b>	¿Qué te gusta comer?	¿Qué desayunas? <b>Exit Ticket (Part 1)</b>	En el restaurante	¿Qué vamos a comprar?  Fiesta	Fiesta <b>Exit Ticket (Part 2)</b>		
<b>Summer Term 1</b>	Y tú qué opinas	Que comemos	¿Te gustaría ir al cine?	Lo siento, no puedo ¿Cómo te preparas?	¿Cómo te preparas? <b>Exit Ticket (Part 1)</b>	¿Qué vas a llevar?	Hoy Partido <b>Exit Ticket (Part 2)</b>
<b>Summer Term 2</b>	El baile de disfraces	De paseo por el mundo hispano[2]	<b>Grammar &amp; End of Year Assessment revision</b>	<b>Grammar &amp; End of Year Assessment revision</b>	<b>End of Year Assessments</b>	De paseo por el mundo hispano[2]	

## KS3 - Year 9

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	Cosas que me chiflan	Cosas que me chiflan	Mi semana	Mi semana <b>Exit Ticket (Part 1)</b>	Un cumpleaños muy especial	Un cumpleaños muy especial	<b>Exit Ticket (Part 2)</b>

<b>Autumn Term 2</b>	Cartelera de cine	Critica de cine	Critica de cine	Critica de cine <b>Exit Ticket (Part 1)</b>	¿adonde fuiste? Listening skills	Las Estrellas <b>Exit Ticket (Part 2)</b>	Navidad en Espana [3]
<b>Spring Term 1</b>	<b>Assessment Window 1 Revision</b>	<b>Assessment Week (Assessment Window 1)</b>	Hotel desastre	¿En que te gustaria trabajar?	¿Que tal ayer en el trabajo?	¿como es un dia tipico? El dia del trabajo	
<b>Spring Term 2</b>	¿llevas una dieta sana?	Preparados, listos, ya <b>Exit Ticket (Part 1)</b>	¿cual es tu rutina diaria?	¿cual es tu rutina diaria? <b>Exit Ticket (Part 2)</b>	Me duele todo		
<b>Summer Term 1</b>	Muevete	Mi rutina diario (speaking presentation)	Punto de Partida	¿que haces en verano?	¿como prefieres pasar las vacaciones?	<b>Exit Ticket (Part 1)</b> Destino Barcelona	Destino Barcelona
<b>Summer Term 2</b>	¿como era?	¿como era?	Mis vacaciones desastrosas	Mis vacaciones desastrosas <b>Exit Ticket (Part 2)</b>	Quisiera reservar	Leer y escuchar Prueba oral	

## KS4 - Year 10

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	Punto de partida [1 & 2]	Punto de partida [2]	¿que tal los estudios? <b>Exit Ticket (Part 1)</b>	Mi nuevo insti	Esta prohibido	Destino Zaragoza	Mis clubs y mis exitos <b>Exit Ticket (Part 2)</b>
<b>Autumn Term 2</b>	Punto de partida [1 & 2]	Mis aplicaciones favoritas	¿Qué estás haciendo?	Leer es un placer	Retratos y relaciones	<b>Mock exam Revision</b> Leer y escuchar	<b>Assessment Week (Mock Exam 1) Papers 1-4</b>
<b>Spring Term 1</b>	Prueba oral	Punto de partida [1]	Punto de partida [2]	¿Qué sueles hacer? <b>Exit Ticket (Part 1)</b>	Fanático del deporte	Fanático del deporte	
<b>Spring Term 2</b>	Temas del momento	En directo	Modelos a seguir	Modelos a seguir	<b>Exit Ticket (Part 2)</b>		
<b>Summer Term 1</b>	Leer y escuchar Prueba oral	<b>Mock exam Revision</b>	<b>Assessment Week (Mock Exam 2) Papers 1-4)</b>	Punto de partida [1 & 2]	¿Cómo es tu zona? <b>Exit Ticket (Part 1)</b>	¿Qué haremos mañana?	De compras

<b>Summer Term 2</b>	Los pros y los cons de la ciudad <b>Exit Ticket (Part 2)</b>	Destino Arequipa Leer y escuchar Prueba Oral	Punto de partida [1 & 2]	Dietas del mundo	De fiesta	Un día especial	
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## KS4 - Year 11

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	A comer	El festival de música	<b>Assessment 1 Revision</b>	<b>Assessment Week (Assessment 1) [Paper 4]</b>	Punto de partida	¿Qué haces para ganar dinero?	Mis prácticas laborales
<b>Autumn Term 2</b>	¿Por qué aprender idiomas?	Solicitando un trabajo	El futuro	<b>Mock exam Revision</b>	<b>Assessment Week (Mock Exam 1) Papers 1-4)</b>	Punto de partida 1	Punto de partida 2
<b>Spring Term 1</b>	Piensa globalmente!	Actúa localmente! <b>Exit Ticket (Part 1)</b>	Vivir a tope!	El deporte nos une	<b>Exit Ticket (Part 2)</b>	End of unit assessment	
<b>Spring Term 2</b>	Exam Prep	Exam Prep	Exam Prep	Exam Prep	Exam Prep		
<b>Summer Term 1</b>	Exam Prep	Exam Prep	Exam Prep	Exam Prep	Exam Prep	Exam Prep	Exam Prep
<b>Summer Term 2</b>							

<b>How does the Five Year Curriculum Plan meet the ACE curriculum design?</b>	
<b>Ambitious</b>	The ambitious curriculum, the strong progression and focus on key language skills ensure that pupils know more language and gain the confidence to use it independently. At the same time the strong cultural focus helps pupils to build knowledge of the countries where Spanish is spoken. The inclusion of authentic materials such as poems and songs, cultural quizzes and videos featuring a group of Spanish teenagers mean that cultural content is woven through the modules.
<b>Challenging</b>	The systematic progression in the Scheme of work underpinning the course ensures that pupils are always building on knowledge and skills they have been taught. They are given opportunities to apply their existing knowledge to new contexts and to build on it. In this way pupils are helped to embed knowledge and skills into long-term memory so that they know more, can do more and can use language more fluently.
<b>Engaging</b>	Our curriculum intentionally teaches pupils to manipulate vocabulary and grammar independently, with the goal of ultimately enabling them to express their true ideas in Spanish. We aim for a strong knowledge of grammar and sentence construction that allows pupils to communicate confidently and articulately with others, both at home and abroad. All pupils should experience success in every Spanish lesson. Lessons include regular practice of all core skills (speaking, listening, reading, writing, grammar and translation) to develop well-rounded linguists who can understand and respond to others in different contexts. We aim to reduce the fear and anxiety around language tests by explicitly teaching pupils practical techniques to deal with unfamiliar words. Processes such as deciphering meaning without complete comprehension and conjugating verbs develops pupils' other skills, such as logic, task sequencing and mathematical processing.
<b>What are the current strengths of the Five Year Curriculum Plan?</b>	
<ul style="list-style-type: none"> <li>• <b>Early introduction of ambitious phrases and recycling of high-frequency vocabulary.</b></li> <li>• <b>Logical ordering and recycling of grammar. Also, plenty of opportunities for students to recall, repeat and reuse vocabulary structures in a variety of contexts leading over time to mastery (homework and in lessons)</b></li> <li>• <b>Activities are structured so that students can encounter and practise language in engaging contexts, with a particular focus on developing students' cultural capital.</b></li> <li>• <b>Skills in language adaptation and manipulation, so that students learn to create their own phrases to express their own ideas.</b></li> <li>• <b>Grammar and vocabulary structures are revisited often in order to recall and recycle in order to transfer skills to new contexts for use</b></li> </ul>	
<b>What specific actions have to be taken in response to the above? Please consider:</b>	
<ul style="list-style-type: none"> <li>• Unit sequence changes;</li> <li>• Content changes at KS3 and KS4;</li> <li>• Modifications to ensure an ACE curriculum design;</li> <li>• CPD for teachers in your subject area;</li> <li>• Additional research you have to consider as part of this review.</li> </ul>	
CPD for new staff. Weekly development of NQT /and SCITT trainee	