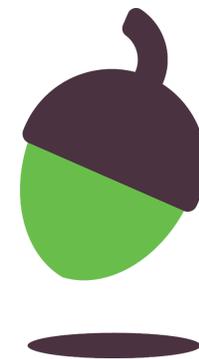


Spanish

Secondary: Key Stage 3, Key Stage 4

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

Coherence and flexibility

Language learning is inherently cumulative. In a low exposure classroom setting, learning is most effective when language knowledge is logically sequenced and frequently revisited. For that reason, we foreground coherence. This then allows pupils to use their core knowledge flexibly when they need to.

Language knowledge

We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

Knowledge organisation

We set out this knowledge clearly, with an explicit spine of grammar and sets of high-frequency vocabulary. Phonics feature in every lesson as regular and frequent short bursts of practice.



Knowledge selection

In years 7 and 8, the aim is to avoid introducing too much language too fast, in line with the MFL Pedagogy Review, a report published by the Teaching Schools Council (2016), which drew on research into language learning and teaching and on the knowledge and experience of a wide range of experienced practitioners. Over time, teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow students to manipulate verbs and regularly create their own sentences in speech and writing.

The year 9 languages curriculum is designed to be used flexibly and to meet a range of pupil needs. Its grammar spine is a condensed version of the essential grammar required to start current GCSE courses. For that reason, teachers may want to make use of Y9 material to fill knowledge gaps or provide additional reinforcement to students at KS4, as well as those in Y9.

In years 10 and 11, the three core knowledge strands (phonics, vocabulary, grammar) are retained, though the requirements of external examination bring topic content closer to the fore. Nevertheless, each lesson contains opportunities to practise the sound-writing relationship, revisit high-frequency vocabulary and practise paying close attention to the meaning and form of grammar structures.

Inclusion and ambition

Given the mixed picture of primary FL provision and transition arrangements, we seek to achieve maximum inclusivity by assuming little prior knowledge on arrival in Y7. However, foregrounding knowledge of phonics,



grammar and vocabulary naturally de-emphasises traditional thematic topics often taught in primary settings, and so our lessons provide new learning opportunities to challenge most pupils on arrival at secondary school.

Pupil engagement

Carefully designed input (listening and reading) activities compel students to pay close attention to the meaning and form of the new language. Each week practice extends to production, which ensures that pupils have to actively recall and manipulate language to communicate where there is a genuine 'information gap' (where information must be successfully expressed and understood by the learner).

Motivation through learning

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

A curriculum of quality

We support curriculum planning with resources that emphasise transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

Planning in years 7 and 8 is in line with the Review of MFL Pedagogy and NCELP (National Centre for Excellence for Language Pedagogy). In years 9, 10 and 11, the planning prepares for current GCSE content and examinations, which builds on the core grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3.



2. Subject structure overview

Year 7

| As the curriculum is carefully sequenced, prior knowledge for unit 2 onwards is assumed to include the preceding unit(s). | | | | |
|---|---|---|--|--|
| UNIT | CONTEXT | GRAMMAR | PHONICS SSC - Sound-symbol correspondence | VOCABULARY |
| 1 | <ul style="list-style-type: none"> • Describing places and location • Saying what someone is like at the moment • Saying what someone is like in general • Saying what people have • Saying what people do | <ul style="list-style-type: none"> • Essential verbs <ul style="list-style-type: none"> ◦ ESTAR (to be, being) - location and mood ◦ SER (to be, being) - general characteristics ◦ TENER (to have, having) (1st, 2nd, 3rd persons singular) • Indefinite articles, singular and plural nouns • Adjectives - gender and agreement • Yes/no questions with raised intonation • -AR verbs in the present • (1st, 2nd, 3rd persons singular) | <ul style="list-style-type: none"> • Vowels [a] [e] [i] [o] [u] • Contrast SSC [l] and [ll] • Hard [ca] [co] [cu] • [cu] + vowel – [cue] [cua] [cui] • Soft [ce] [ci] | <ul style="list-style-type: none"> • Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence • High-frequency vocabulary relevant to given context • Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course |



| | | | | |
|---|---|--|---|---|
| 2 | <ul style="list-style-type: none"> • Saying what people do and don't do. • Numbers (1 to 12) and talking about more than one thing • Saying what there is around you and describing it • Talking about the location of things • Describing a place • Giving and wanting (festive season and family) | <ul style="list-style-type: none"> • Using <i>no</i> to make a verb negative • HAY (vs TIENE) • <i>ser</i> [SER], adjective (number, agreement with -s in relation to the verb) • Singular definite articles – <i>el, la</i> • Plural definite articles – <i>los, las</i> • DAR (to give, giving) - <i>doy, das, da</i> (plus noun) • Modal verb QUERER (to want, wanting) - <i>quiero, quieres, quiere</i> (plus noun) | <ul style="list-style-type: none"> • [z] • [que] • [qui] • Hard [ga] [go] [gu] • Soft [ge] [gi] • [j] • Contrast SSC [n] [ñ] | <ul style="list-style-type: none"> • Consolidation and extension of vocabulary relevant to the given contexts • Revisiting of verbs, nouns and adjectives in relation to locations and family members |
| 3 | <ul style="list-style-type: none"> • Describing family • Describing some natural wonders of the Spanish-speaking world • Asking and answering questions | <ul style="list-style-type: none"> • Adjective agreement (-o, -a, number) • <i>tenemos, tienen</i> [TENER] • Adjective position • WH questions • HACER (to do, make) (1st, 2nd and 3rd persons singular) | <ul style="list-style-type: none"> • [v] and [b] • Contrast [r] and [rr] • Silent [h] • Revisit [a] [o] • Revisit [e] [i] • Revisit [u] | <ul style="list-style-type: none"> • Deepening vocabulary knowledge through work with a rich text. • Revisiting essential verbs in new contexts (<i>es, son, hay, tiene, tienen, está</i> + location) • Question words |



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| 4 | <ul style="list-style-type: none"> Talking about what you do with others (rural life) Talking about what people can do Contrasting what people must, can and want to do Places and locations Saying what people are like today vs in general | <ul style="list-style-type: none"> -AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive <i>estamos, están</i> [ESTAR] <i>de + el / del vs de la</i> <i>somos, son</i> [SER] | <ul style="list-style-type: none"> Revisit [l] and [ll] Revisit hard [ca] [co] [cu] Revisit [cu] + vowel – [cue] [cua] [cui] Revisit soft [ce] [ci] | <ul style="list-style-type: none"> Using a range of prototype -AR verbs Developing the verb lexicon (-AR verbs) and modal verbs |
| | <ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) | <ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) <i>es</i> [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions | <ul style="list-style-type: none"> Revisit [z] Revisit [que] and [qui] Revisit [l] and [ll] Revisit [ga] [go] [gu] Revisit [ge] [gi] Revisit [j] | <ul style="list-style-type: none"> Deepening vocabulary and grammar knowledge through work with a rich text Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) |



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| | <ul style="list-style-type: none"> • Discussing what people do and don't do • Describing people and possessions • Describing when and where people go • Describing future plans | <ul style="list-style-type: none"> • Revisit - --AR, ER, -IR verbs, WH-questions, negation, modals • possessive adjectives (<i>mi/mis, tu/tus</i>) • IR (to go, going) - <i>voy, vas, va</i> • <i>a/ vs a la</i> - 'to' • IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) | <ul style="list-style-type: none"> • Revisit [n] and [ñ] • Revisit [v] and [b] • Revisit [r] and [rr] • Revisit silent [h] • Revisit the full range of SSC taught this year | <ul style="list-style-type: none"> • Developing a verb lexicon (-ER and -IR verbs) • Deepening vocabulary and grammar knowledge through work with a rich text |
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Year 8

As the curriculum is carefully sequenced, prior knowledge for unit 2 onwards is assumed to include the preceding unit(s), as well as Y7 units. However, all Y7 vocabulary, grammar and phonics are systematically revisited during Y8.

| UNIT | CONTEXT | GRAMMAR | SOUNDS OF THE LANGUAGE | VOCABULARY |
|------|--|--|--|--|
| 1 | <ul style="list-style-type: none"> Describing events in the present and past (Travel) Comparing recent experiences Talking about people and places now vs in general Comparing what you and someone else (we) do (News and media) Describing what activities different people do (Real and virtual exchanges) Asking what people can and must do (In class) Describing what you and someone else (we) do (Parties / celebrations) | <ul style="list-style-type: none"> Past tense (preterite) -ar verbs: 1st singular (-é) vs 1st singular present (-o) Revisit negative 'no' Past tense (preterite) -ar verbs: 2nd singular (-aste) vs 1st singular (-é); 2nd singular present (-as) Revisit question words Revisit SER (for traits) vs ESTAR (for state/mood) Revisit adjectival agreement for gender & number Possessive adjectives <i>mi/mis; tu/tus</i> Present tense -er verbs only: 1st plural (-emos); <i>tenemos</i> vs 1st singular (-o) Use of present simple for ongoing meaning HACER - <i>hago hacemos; hace hacen; haces</i> Use of subject pronouns | <ul style="list-style-type: none"> Basic Spanish syllable structure (single consonant-vowel pairs) strong vowels [a], [e], [o] (separate syllables when occurring together) weak vowels [i], [u] weak vowel + strong vowel combinations Final syllable stress (palabras agudas): Rules 1 & 2 Penultimate syllable stress (palabras llanas): Rules 1 and 2 | <ul style="list-style-type: none"> Adjectives with different meanings with SER/ESTAR Strengthen verb knowledge through revisiting of high-frequency regular and irregular verbs Consolidation and extension of vocabulary relevant to the given contexts. Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course |



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| | | <ul style="list-style-type: none"> • Modals: PODER - <i>puedo podemos; puede pueden</i>; DEBER - <i>debo debemos debe deben</i> • Present tense -ir verbs only: 1st person plural (-imos) vs 3rd plural (-en) | | |
| 2 | <ul style="list-style-type: none"> • Describing events in the present and past (In the classroom) • Describing events in the present and past (Free time activities) • Expressing a range of emotions • Expressing wants • Saying where people go and why • Describing what people do (Social media) | <ul style="list-style-type: none"> • Past tense (preterite) -er & -ir verbs: 1st singular (-í) vs 1st singular present (-o) • Prenominal adjectives • Past tense -er & -ir verbs: 2nd singular past (preterite) (-iste) vs 1st singular past (preterite) (-í) and 2nd present (-es) • Question words • TENER in singular and plural; <i>cuánto(s)</i>; idiomatic uses of TENER + noun • Subject pronouns (<i>yo, tú, él, ella, nosotros, ellos</i>) • QUERER - <i>quiero queremos; quiere quieren</i> + infinitive; idiomatic uses of DAR + noun; DAR - <i>doy damos; da; dan</i> • IR - <i>voy, vas, va, vamos, van a</i> + infinitive; <i>al vs a la; del vs de la</i>; uses of 'de'; para + infinitive • Regular -ar/-er /-ir verbs: 1st plural Present tense (-amos, -emos, -imos) & 3rd plural (-an, -en) | <ul style="list-style-type: none"> • Revisit final syllable stress (palabras agudas) • Ante-penultimate syllable stress (palabras esdrújulas) • [ll] [l] • [ca] [co] [cu] • use of accent on singular vs plural nouns • [cu] + vowel – [cue] [cua] [cui] • [ce] [ci] | <ul style="list-style-type: none"> • Idiomatic uses of high-frequency verbs TENER and DAR • Deepening vocabulary knowledge through work with a rich text. • Regular revisiting of Yr 7 vocabulary for consolidation |



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| 3 | <ul style="list-style-type: none"> • Describing what people do (technology and social networks) • Describing what different people did in the past • Describing friendships and relationships • Talking about daily life | <ul style="list-style-type: none"> • Regular -ar verbs: 3rd singular past(-ó) vs 1st singular present (-o) • <i>cuánto, cuándo, quién</i> • Regular -er/-ir verbs 3rd singular past (-ió) vs 3rd singular present (-e) • Regular -ar, -er, -ir verbs: 1st, 2nd, 3rd singular past • Personal <i>a</i> • Reflexive <i>me & te; mi vs mis; tu vs tus</i> | <ul style="list-style-type: none"> • Revisit several SSC individually and in combination • SSC fluency development | <ul style="list-style-type: none"> • Focusing on past (preterite) forms of familiar and new verbs • Deepening verb knowledge through the reflexive use of high frequency verbs • Regular revisiting of Yr 7 vocabulary for consolidation |
| 4 | <ul style="list-style-type: none"> • Describing a series of events (Narration) • Describing friendships and relationships • Giving opinions about something | <ul style="list-style-type: none"> • OVS word order with direct object <i>lo, la</i> • Indirect object pronouns (<i>me, te, le</i>); OVS word order • GUSTAR / INTERESAR/ ALEGRAR / ENCANTAR-type verbs & indirect object pronouns (<i>me, te, le</i>); OVS word order | <ul style="list-style-type: none"> • Revisit several SSC individually and in combination • SSC fluency development | <ul style="list-style-type: none"> • Deepening vocabulary knowledge through work with a rich text. • Regular revisiting of Yr 7 vocabulary for consolidation |
| 5 | <ul style="list-style-type: none"> • Describing people's intentions • Describing different people's possessions • Comparing things • Describing the weather at different times • Comparing where people go and went | <ul style="list-style-type: none"> • Present tense -ar, -er, -ir singular verbs; revisit infinitives; revisit '<i>para</i>' + infinitive • <i>Es/son</i>, adjective number/gender agreement possessive adjectives - <i>su vs sus; nuestro vs nuestros mi vs mis; tu vs tus</i> • Comparatives: <i>más/menos ... que; peor(es), mejor(es)</i> | <ul style="list-style-type: none"> • Revisit several SSC individually and in combination • SSC fluency development | <ul style="list-style-type: none"> • Regular revisiting of Yr 7 vocabulary for consolidation |



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|---|---|--|--|--|
| | | <ul style="list-style-type: none"> • Regular -ar, -er, -ir verbs: 3rd person singular vs plural present (-a & -an, -e & -en) • Demonstratives - <i>este vs esta; estos; esta estas; es/son; está/están;</i> • TENER, ESTAR, PODER. DEBER. QUERER all persons • Demonstratives - <i>ese vs esa; esos vs esas; es/son; está/están;</i> • HACER past (preterite) - hice, hiciste, hizo • IR past (preterite) – fui, fuiste, fue | | |
| 6 | <ul style="list-style-type: none"> • Asking questions about what people did • Asking questions about what people do • Describing what is happening now • Comparing future plans | <ul style="list-style-type: none"> • regular -ar, -er, -ir verbs: 1st, 2nd, 3rd person singular PAST tense; negatives; awareness raising of 'did' in English questions • regular -ar, -er, -ir verbs: all persons singular and plural PRESENT tense; negatives; awareness raising of 'do'/'does' in English questions • present continuous with -ar verbs: <i>estoy/estás/está</i> + present participle (-ando); question words • present continuous with -ir/-er verbs: <i>estamos/están</i> + present participle (-iendo); question words • present continuous with all verbs; IR + infinitive in all persons | <ul style="list-style-type: none"> • Revisit several SSC individually and in combination • SSC fluency development | <ul style="list-style-type: none"> • Deepening vocabulary and grammar knowledge through work with a rich text |



Year 9

Y9 content, selected on the basis of word frequency, core grammar and phonics ensure that Y9 lessons have substantial value, both as standalone learning opportunities and as preparation for progression to the KS4 curriculum. The Y9 curriculum could also be used as an *ab initio* introduction year to a new, second language that learners might then take for GCSE.

| Unit | CONTEXT | GRAMMAR | SOUNDS OF THE LANGUAGE | VOCABULARY |
|------|--|--|--|--|
| 1 | <ul style="list-style-type: none"> Describe people - in general and right now Talk about what people do Talk about one and more than one thing Say what people do and don't do Describe locations Talk about family Ask and answer questions about activities | <ul style="list-style-type: none"> ESTAR (to be, being) - location and mood (1st, 2nd, 3rd singular) SER (to be, being) - general characteristics (1st, 2nd, 3rd singular) Adjectives - gender and agreement Yes/no questions with raised intonation Using 'no' to make a verb negative -AR verbs in the present TENER (to have, having) (1st, 2nd, 3rd singular) Indefinite articles, singular and plural nouns <i>Hay</i> (vs <i>tiene</i>) <i>Son</i> [SER], adjective (number, agreement with -s in relation to the verb) | <ul style="list-style-type: none"> Vowels [a] [e] [i] [o] [u] Contrast SSC [l] and [ll] Hard [ca] [co] [cu] [cu] + vowel – [cue] [cua] [cui] Soft [ce] [ci] | <ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. High-frequency vocabulary relevant to given context. Mixed word class vocabulary sets (average 10-15 words per week) Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to |



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| | | <ul style="list-style-type: none"> • Singular and plural definite articles – <i>el, la, los, las</i> • Adjective agreement (-o, -a, number) and position • <i>tenemos, tienen</i> [TENER] • WH questions • HACER (to do, make) (1st, 2nd and 3rd persons singular) | | locations and family members. |
| 2 | <ul style="list-style-type: none"> • Talk about what you do with others • Talk about places and locations • Describe people and possessions • Say when and where people go, and future plans • Describe what people do • Describe what activities different people do (virtual and real exchanges) • Talk to people you know and don't know | <ul style="list-style-type: none"> • Present tense - AR verbs: 1st & 3rd plural • (-amos, -an) • Present tense - ESTAR (1st & 3rd plural) for location, SER (1st & 3rd plural), <i>del vs de la</i>, adjective agreement (gender & number) • Contrast <i>mi vs mis; tu vs tus; es/son, está/están, tiene/tienen</i>, -ar/-er/-ir verbs 3rd sing. vs plural • Revisit question words • Present: IR (singular & 1st plural), <i>a/ vs a la</i>, IR + infinitive for future plans • Present tense - ER & IR verbs: Infinitives, singular & plural • Present tense – HACER (1st & 3rd plural), use of subject pronouns, <i>hace</i> for common weather expressions • AR, ER & IR verbs: 2nd singular (<i>tú</i>) vs plural (<i>vosotros</i>), and vs <i>Usted</i> | <ul style="list-style-type: none"> • [z] • [que] • [qui] • Hard [ga] [go] [gu] • Soft [ge] [gi] • [j] • Contrast SSC [n] [ñ] | <ul style="list-style-type: none"> • Extending the verb lexicon with a number of -ER and -IR verbs • Develop verb knowledge with a focus on plural forms • Consolidation and extension of high-frequency vocabulary relevant to the given contexts. |



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| 3 | <ul style="list-style-type: none"> • Give and want (presents) • Describe events in the present and past (travel) • Ask what people can and must do (in class) • Compare what you and someone else (we) do (News and media) • Describe different family members (at a party) • Celebrate different occasions | <ul style="list-style-type: none"> • Present tense QUERER (singular & plural), DAR (singular & plural) • Past (preterite) vs Present: AR verbs (1st and 2nd singular), negative <i>no</i>, question words • Present PODER, DEBER (singular & plural) • Present ER & IR (1st & 3rd plural) • Present TENER - idiomatic uses (<i>calor, frío, hambre, sed</i>) TENER <i>que, ganas de</i> • Past (preterite) 3rd (-ó) vs Present 1st (-o) | <ul style="list-style-type: none"> • [v] and [b] • Contrast [r] and [rr] • Silent [h] • Revisit several SSC • Revisit [a] [o] • Revisit [e] [i] | <ul style="list-style-type: none"> • Deepening vocabulary knowledge through work with a rich text. • Revisiting negation and question forming across different lexis • Developing the verb lexicon with modal verbs |
| 4 | <ul style="list-style-type: none"> • Describe events in the present and past (in the classroom and free time activities) • Describe where people go, are going to go, and why • Things you do, to and for others • Things you do, to and for yourself • Talk about achievements / foods from different countries | <ul style="list-style-type: none"> • Past (preterite) vs Present: ER & IR verbs (1st and 2nd singular), negative <i>no</i>, question words • Future plans: IR + infinitive, <i>para</i> + infinitive, <i>al/a la, del/de la</i> • Personal <i>a</i> • Reflexive pronouns <i>me</i> & <i>te</i>, revision of <i>mi(s), tu(s)</i> • OVS (Object-Verb-Subject) word order with direct object <i>lo, la</i> • OVS word order with indirect object pronouns (<i>me, te, le</i>) | <ul style="list-style-type: none"> • Revisit [u] • Revisit hard [ca] [co] [cu] • Revisit [cu] + vowel – [cue] [cua] [cui] • Revisit soft [ce] [ci] • Revisit several SSC | <ul style="list-style-type: none"> • Extending negation and question forming to the past (preterite) tense • Developing the verb lexicon to include reflexive uses of high-frequency verbs |



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| 5 | <ul style="list-style-type: none"> • Say what you do for other people • Talk about what you and others like • Experiences now and in the past • Experiences visiting other places • Compare two places / different media • Talk about possessions | <ul style="list-style-type: none"> • OVS word order with indirect object pronouns (<i>me, te, le</i>) • Using GUSTAR-type verbs (<i>me, te, le</i>) and OVS word order • Past (preterite) vs Present - ER & IR verbs: 3rd (-ió), AR, ER, IR - all singular • IR / SER / HACER (preterite) • Past (preterite) vs Present - AR, ER & IR verbs (1st & 3rd plural) • Comparatives; present singular vs plural, adjective number / gender agreement • Demonstratives: <i>este vs esta; estos; esta estas</i> • <i>Es/son; está/están; TENER / PODER / ESTAR / DEBER / QUERER (singular)</i> | <ul style="list-style-type: none"> • Revisit [z] • Revisit [que] and [qui] • Revisit [l] and [ll] • Revisit [ga] [go] [gu] • Revisit [ge] [gi] | <ul style="list-style-type: none"> • Extending the range of preterite verb forms • Extending the verb lexicon to gustar-type verbs |
| 6 | <ul style="list-style-type: none"> • Compare what you want to do with what you have to do • Talk about online activities right now • Talk about where you are and were, and why • Say what you were doing and what you are doing now • Talk about surprising events • Every day vs one day | <ul style="list-style-type: none"> • Demonstratives: <i>ese vs esa; esos vs esas; es/son</i> • <i>Está/están; TENER / PODER / ESTAR / DEBER / QUERER (singular & plural)</i> • Present continuous: AR, ER, IR verbs • Past (imperfect) vs Present meaning - ESTAR - <i>estoy, estás, está; vs estaba, estabas, estaba</i> (for both location and temporary states); '<i>para</i>' + infinitive • Past (imperfect continuous) vs Present (continuous) | <ul style="list-style-type: none"> • Revisit [j] • Revisit [n] and [ñ] • Revisit [v] and [b] • Revisit [r] and [rr] • Revisit silent [h] • Revisit the full range of SSC taught this year | <ul style="list-style-type: none"> • Consolidation and extension of high-frequency vocabulary relevant to the given contexts. |



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| | <ul style="list-style-type: none"> • Every day activities | <ul style="list-style-type: none"> • Past (imperfect) vs Past (preterite) - ongoing vs interruption • Past (imperfect) vs Past (preterite) - past habitual actions vs completed events • Verbs like PODER (o-que) & QUERER (e-que) | | |
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Year 10/11

| Year group | Unit title | Length of unit | Prior knowledge required |
|------------|------------------------------------|----------------|---|
| KS4 | 1. Holidays and travel | 20 Lessons | 1. Three types of infinitive in Spanish (AR, ER, IR) 2. Singular forms of the big 'five' irregular verbs (SER, ESTAR, TENER, HACER, IR) 3. Concept of present, future and past (preterite) tenses |
| | 2. Studies and life at school | 17 Lessons | 1. The concept and use of GUSTAR-type verbs (<i>me/te</i>) 2. Adjective agreement for gender and number |
| | 3. Social time, family and friends | 17 Lessons | 1. Singular forms of PODER and QUERER. 2. Present tense ESTAR. 3. Meaning and use of <i>mi(s) and tu(s)</i> |
| | 4. Free time | 17 Lessons | 1. Vocabulary for sports, cinema and tv. 2. Secure knowledge of singular regular preterite formation (AR, ER, IR) |
| | 5. Town and local area | 20 Lessons | 1. Question words 2. Meaning and use of <i>hay</i> 3. Places in the town and clothes vocabulary |
| | 6. Special events | 20 Lessons | 1. Food vocabulary 2. Concept of reflexive verbs 3. Concept of two-verb structures (e.g. modal + infinitive, IR + infinitive, ' <i>para</i> ' + infinitive) |
| | 7. Jobs and future plans | 20 Lessons | 1. Food vocabulary 2. Concept of reflexive verbs 3. Concept of two-verb structures (e.g. GUSTAR-type verbs + infinitive, modal + infinitive, IR+ infinitive, ' <i>para</i> ' + infinitive) |



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|--|-----------------------------|------------|--|
| | 8. Social and Global Issues | 21 Lessons | <ol style="list-style-type: none">1. Types of house, room and furniture vocabulary2. Secure lexicon of infinitive verbs3. Secure singular present, preterite and imperfect formation for regular and key irregular verbs |
|--|-----------------------------|------------|--|



3. Unit specifics

For all years, there is an appendix with detailed lesson level information, including the grammar, vocabulary and phonics in each lesson. Here, we provide in addition a lesson by lesson breakdown for KS4 only.

In KS4, planning is carefully designed to build on KS3 knowledge, whilst including essential revisiting. Lessons feature:

- Systematic retrieval of 175 non topic-specific high-frequency words through the low stakes exit quiz
- Accessible entry to each sequence of lessons to establish the knowledge base
- Incremental challenge build over the course of a series of three lessons
- Sounds of the language (including sound-symbol correspondences (phonics), stress, syllables, liaison, and pronunciation)
- Cognates knowledge-building, linked to phonics
- Role play tasks that include read aloud with immediate feedback, and an extension to phonics work
- Differentiated guided writing lessons at the end of each module that provide useful homework support
- Additional 'stand-alone' higher lessons for student and teacher to explore content that would not typically feature in the mixed ability classroom



1. Holidays and Travel

| Lesson number | Purpose of language use | Grammar |
|---------------|---|---|
| 1,2,3 | Talk about what you do in the summer | Present tense: AR, ER, IR regular; HACER, IR, SER, ESTAR; TENER |
| 4,5,6 | Talk about holiday likes and preferences | Present tense: GUSTAR-type verbs (<i>me, te, le</i>) + infinitive, PREFERIR, use of <i>a</i> |
| 7,8,9 | Talk about what you did on holiday | Past (preterite) tense: AR, ER, IR regular; HACER, IR, SER, TENER |
| 10,11,12 | Describe where you stayed | Past (preterite) tense: alojarse, quedarse Imperfect (for description): TENER, HABER, ESTAR, SER |
| 13,14,15 | Talk about accommodation: reservations and problems | Present and conditional |
| 16,17 | Give an account of a holiday in the past | Past (preterite) Past (imperfect) Present |
| 18,19 | Repaso | Guided writing: Holidays |



2. Studies and life at school

| Lesson number | Purpose of language use | Grammar |
|---------------|--|---|
| 1,2,3 | Talk about subjects and teachers | Present tense: GUSTAR-type verbs (<i>me, te, le</i>) + infinitive PREFERIR Comparatives, superlatives |
| 7,8,9 | Describe your school | Present tense vs Past (imperfect) Negation |
| 10,11,12 | Talk about school rules and problems | Present tense: use of <i>se</i> |
| 13,14,15 | Make plans for an exchange | Future (<i>IR</i> + infinitive) |
| 16,17 | Talk about activities and achievements | Past (preterite) vs Present Direct object pronouns |
| 18,19 | Repaso | Guided writing: School and education |



3. Social time, family and friends

| Lesson number | Purpose of language use | Grammar |
|---------------|--------------------------------|---|
| 1,2,3 | Talk about social networks | Present tense: regular verbs (AR, ER, IR) all persons QUERER, PODER Possessive adjectives 'para' + infinitive |
| 4,5,6 | Make arrangements | Present (continuous) |
| 7,8,9 | Talk about reading preferences | Present tense Object and indirect pronouns (<i>me, te, le</i>) |
| 10,11,12 | Describe people | Present tense: SER vs ESTAR Adjectival agreement (gender and position) Negation |
| 13,14,15 | Talk about relationships | Present tense reflexive use of verbs |
| 16,17 | Repaso | Guided writing: Family and relationship |



4. Free time

| Lesson number | Purpose of language use | Grammar |
|----------------------|-----------------------------------|--|
| 1,2,3 | Talk about what you usually do | Present tense SOLER |
| 4,5,6 | Talk about sports | Past (imperfect) for ongoing / habitual vs Past (preterite) for completed events |
| 7,8,9 | Talk about what's trending | Past (perfect) for what you have already / recently done |
| 10,11,12 | Talk about types of entertainment | Present tense; adjectival agreement |
| 13,14,15 | Talk about who inspires you | Past (imperfect) for ongoing / habitual vs Past (preterite) for completed events |
| 16,17 | Repaso | Guided writing: Free time and sports |



5. Town and local area

| Lesson number | Purpose of language use | Grammar |
|---------------|--|--|
| 1,2,3 | Talk about places and directions | Present tense <i>hay</i> vs ESTAR Indefinite articles |
| 4,5,6 | Describe the features of a region | Present tense: <i>Se puede(n)</i> + infinitive Adjectival agreement |
| 7,8,9 | Plan what to do | Future tense |
| 10,11,12 | Shop for clothes and presents | Present tense two-verb structures; GUSTAR-type, PREFERIR, SOLER + infinitive Demonstrative adjectives |
| 13,14,15 | Talk about pros and cons of where you live | Past (imperfect) Past (perfect) Conditional |
| 16,17,18 | Describe a visit in the past | Past (preterite) Past (imperfect) Future |
| 19,20 | Repaso | Guided writing: Home town / region |



6. Special events

| Lesson number | Purpose of language use | Grammar |
|---------------|-------------------------------|--|
| 1,2,3 | Talk about typical foods | Passive |
| 4,5,6 | Compare different festivals | Present: Pronoun <i>se</i> and 3rd person plural verbs |
| 7,8,9 | Describe a special day | Past (preterite) reflexive use of verbs |
| 10,11,12 | Order in a restaurant | Past (preterite) irregular verbs Absolute superlatives |
| 13,14,15 | Talk about illness and injury | Past (perfect) reflexive use of verbs: <i>romperse, cortarse, quemarse</i> , OVS word order: <i>DOLER, desde hace vs desde</i> |
| 16,17,18 | Talk about a music festival | Two-verb structures: <i>para +, al+, sin +, antes de +, después de +</i> infinitive |
| 19,20 | Repaso | Guided writing: A special event |



7. Jobs and future plans

| Lesson number | Purpose of language use | Grammar |
|---------------|---|--|
| 1,2,3 | Talk about different jobs | Present tense: two-verb structures (TENER que, SOLER) Conditional |
| 4,5,6 | Talk about work experience | Past (preterite) vs Past (imperfect) |
| 7,8,9 | Talk about the importance of learning languages | Present (continuous) CONOCER vs SABER |
| 10,11,12 | Apply for a summer job | Indirect object pronouns Using <i>Usted</i> |
| 13,14,15 | Talk about gap years | Conditional 24-hour clock |
| 16,17,18 | Discuss plans for the future | Two-verb structures QUERER, TENER la intención de, ESPERAR, PENSAR IR <i>a</i> + infinitive Subjunctive present after <i>cuando</i> (future meaning) |
| 19,20 | Repaso | Guided writing: Work and future plans |



8. Social and global issues

| Lesson number | Purpose of language use | Grammar |
|---------------|--|---|
| 1,2,3 | Describe where you live | Present tense; adjective agreement |
| 4,5,6 | Consider global issues | Superlative adjectives 2-verb structure <i>hay que</i> Subjunctive |
| 7,8,9 | Talk about local actions | Present subjunctive for points of view after <i>Es</i> + adjective + <i>que</i> |
| 10 | Talk about diet | 2-verb structures SOLER, QUERER, IR α + infinitive |
| 11,12,13 | Discuss healthy lifestyles | Past (preterite) Past (imperfect) Future |
| 14,15,16 | Talk about international sporting events | Present 3rd person plural Pluperfect |
| 17,18,19 | Talk about natural disasters | Imperfect (continuous) |
| 20,21 | Repaso | Guided writing: Social and global issues |

