

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1/2</b></p> <p><b>Consolidation of Module 5 (started at the end of Y10 - Talk about and describe your city / local town, as well as future plans)</b></p> <p><b>iViva! Módulo 6 De costumbre</b></p> <p>Describing food and festivals in Spanish</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> <li>Food</li> <li>Opinions</li> <li>Adjectives to express opinions on food</li> <li>Describing mealtimes</li> <li>Present tense, preterit tense</li> <li>Vocabulary related to body parts, illnesses and injuries</li> <li>Comparitives and superlatives</li> <li>Question words</li> <li>What infinitives are</li> </ul>	<ul style="list-style-type: none"> <li>Using reflexive verbs (present tense)</li> <li>Using verbs to describe having different meals</li> <li>Adding variety and interest to your language using <i>soler</i> and 'we' forms</li> <li>Extending what you say with sequencers, connectives, opinions and other persons of the verb</li> <li>Using <i>estar</i> and <i>tener</i> for illness</li> <li>Applying pronunciation rules to pronounce new words</li> <li>Using reflexive verbs (in the present, preterit and perfect tenses)</li> <li>Learning infinitives of new verbs</li> <li>The passive and how to avoid it</li> <li>Spotting words which indicate an increase / decrease</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>knowledge of topic-specific language</li> <li>listen for gist</li> <li>pronunciation and intonation</li> <li>sounds and writing</li> <li>apply grammar</li> <li>identify patterns</li> <li>ask and answer questions</li> <li>use a range of vocab/structures</li> <li>communicate in pairs etc.</li> <li>make links with English</li> <li>redraft to improve writing</li> <li>Adding variety to what you say. Listening for verb endings as clues: -o (I), -s (you), -mos (we), -n (they)</li> <li>Using connectives: <i>dado que</i>, <i>puesto que</i>, <i>ya que</i></li> <li>Prepositions: <i>para</i>, <i>al</i>, <i>sin</i>, <i>antes de</i>, <i>después de</i>...+infinitives</li> <li></li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Listen to and understand what people eat at mealtimes and their daily routine</li> <li>Ask and answer questions about mealtimes</li> <li>Talk about daily routine</li> <li>Read about mealtimes and daily routine</li> <li>Write a text about mealtimes</li> <li>Listen to and understand description of injuries and a dialogue in the pharmacy</li> <li>Create a dialogue with a pharmacist and a doctor using the formal "you" to explain what's wrong with us</li> <li>Read and understand texts</li> </ul>

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		<ul style="list-style-type: none"> <li>• Word order and intonation when formulating questions</li> <li>• Using the 'they' form of different verbs</li> <li>• Ordering in a restaurant</li> <li>• Using absolute superlatives</li> <li>• Spotting irregular verb patterns in the preterit and imperfect (<i>tener, poner, poder, venir, traer, decir</i>)</li> <li>• Expressions followed by the infinitive (<i>para, al, sin, antes de, después de...</i>)</li> <li>• Adding extra detail when narrating a story</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Previous knowledge</li> </ul> <p>Assessment – Mocks (Listening, Reading, Writing and Speaking Papers, based on Modules 1-5)</p>	<p>messages about illness</p> <ul style="list-style-type: none"> <li>• Give advice for someone who is ill</li> <li>• Identify food items</li> <li>• Understand passages about traditional foods and note down the details</li> <li>• Ask and answer questions about what you and your family eat and what you have / have not tried</li> <li>• Write an article about the typical food of your country</li> <li>• Listen to, read, texts, speak and write about Spanish festivals, singers, bands and a special day</li> <li>• Listen to and read adverts for restaurants and</li> </ul>

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				<p>dialogues in restaurants</p> <ul style="list-style-type: none"> <li>• Order and take orders in a restaurant</li> <li>• Write and read a restaurant review and deciding whether aspects are positive, negative or positive and negative</li> <li>• Find Spanish equivalents of English phrases</li> <li>• Translate phrases from Spanish to English and from English to Spanish</li> </ul>
<p><b>Term 2/3</b></p> <p><b>iViva! Módulo 7 ¡A currar!</b></p> <p>Talk about jobs, career choices and ambitions.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Masculine and feminine</li> <li>• Articles</li> <li>• Conditional</li> <li>• Numbers</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion verbs: interesar, odiar, preferir</li> <li>• Masculine and feminine noun endings</li> <li>• Use of indefinite articles (or not) to talk about jobs</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• knowledge of topic-specific language</li> <li>• listen for gist</li> <li>• pronunciation and intonation</li> <li>• sounds and writing</li> <li>• apply grammar</li> </ul>	<p>To be able:</p> <ul style="list-style-type: none"> <li>• Listen to descriptions of jobs and what jobs people would like to do and why</li> <li>• Ask and answer questions to work out 'What is my job?'</li> </ul>

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	<ul style="list-style-type: none"> <li>• How to use <i>soler</i></li> <li>• The imperfect and preterit tenses</li> <li>• Languages</li> <li>• Present tense</li> <li>• <i>Estar</i></li> <li>• Different registers when writing</li> <li>• The conditional</li> <li>• Time</li> <li>• Set phrases with present subjunctive</li> <li>• The future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Using the conditional to talk about job preferences</li> <li>• <i>Soler</i> in the imperfect tense</li> <li>• Using verbs in different tenses (including infinitives) and persons of the verbs</li> <li>• Use the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past</li> <li>• Use alternatives to 'and' (no solo ..., sino también; tanto ... como ....)</li> <li>• Use a variety of tenses (present, perfect, future and conditional)</li> <li>• Present and present continuous</li> <li>• Listen out for clue words, being aware of distractors</li> <li>• <i>Saber</i> and <i>conocer</i></li> <li>• Indirect object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• identify patterns</li> <li>• ask and answer questions</li> <li>• use a range of vocab/structures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• Adapt previously-learned language</li> <li>• Use more complex language</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about job preferences</li> <li>• To listen to, read texts, speak and write about (summer) (part-time) jobs, work experience and its advantages and disadvantages and how you earn money and help at home</li> <li>• Ask and answer questions about part time jobs</li> <li>• Identify verbs in the preterit and the imperfect and use them correctly</li> <li>• Listen to vocabulary related to the importance of learning languages and deciding which is the most important</li> <li>• Read, understand, ask and answer questions about</li> </ul>

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		<ul style="list-style-type: none"> <li>• Write a formal letter</li> <li>• The conditional</li> <li>• The imperfect subjunctive</li> <li>• Use the 24-hour clock</li> <li>• Talking about future plans (use quiero, tengo la intención de, espero, pienso, voy a, me gustaría...)</li> <li>• Cuando + present subjunctive</li> <li>• Forming questions (including with reflexive verbs)</li> </ul>		<p>the importance of learning languages</p> <ul style="list-style-type: none"> <li>• Take part in a job interview</li> <li>• Read and understand a job application in a web page, a letter and an interview</li> <li>• Write a job application letter</li> <li>• Listen to, read and speak about discussions of gap years, train departure information and dialogue at the ticket office</li> <li>• Listen to, read and correct mistakes and fill in the gaps</li> <li>• Take part in a conversation at the ticket office</li> <li>• Write how you would spend a gap year</li> <li>• Listen, identify and note down</li> </ul>

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				<p>information relating to future plans and reasons</p> <ul style="list-style-type: none"> <li>• Listen, read, write and ask and answer questions about future plans</li> <li>• Translate phrases from Spanish to English and from English to Spanish</li> </ul>
<p><b>Term 3/4</b></p> <p><b>i iViva! Módulo 8</b></p> <p><b>Hacia un mundo mejor</b></p> <p>Talk about home, town, neighbourhood and region Global issues (The environment, poverty and homelessness, charity work, volunteering).</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> <li>• Type of houses</li> <li>• Modal verbs</li> <li>• The present and future tenses</li> <li>• Eating habits</li> <li>• The present subjunctive</li> <li>• Numbers</li> <li>• Opinion phrases</li> <li>• Adjective agreement</li> <li>• Conjunctions to justify opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Se debería + infinitive</li> <li>• Using present and near future tenses together</li> <li>• The present subjunctive</li> <li>• Listen for verbs in the subjunctive</li> <li>• Listen for high numbers</li> <li>• The subjunctive in commands</li> <li>• Presenting a written argument</li> <li>• Understand different tenses</li> <li>• Giving extended reasons</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Identify patterns</li> <li>• Knowledge of topic-specific language</li> <li>• Listen for gist</li> <li>• Ask and answer questions</li> <li>• Communicate in pairs etc.</li> <li>• Use more complex language</li> <li>• Language for interest/enjoyment</li> <li>• Use reference materials</li> <li>• Respond appropriately initiate/sustain conversations</li> <li>• Apply grammar</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Read, listen to and note down information about types of houses, information relating to protecting the environment</li> <li>• Ask and answer questions about your house</li> <li>• Read, speak, listen to and understand vocabulary related to food groups,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Sports (<i>juego</i> vs <i>practico</i>)</li> <li>• Cognates</li> <li>• The present continuous</li> <li>• Word order</li> </ul>	<ul style="list-style-type: none"> <li>• The pluperfect tense</li> <li>• Gist read to infer overall meaning</li> <li>• Imperfect continuous</li> <li>• Using grammar knowledge in translation</li> </ul>	<ul style="list-style-type: none"> <li>• Reuse language they have met</li> <li>• Adapt previously learned language</li> <li>• Use a range of vocab/structures</li> <li>• Make links with English</li> <li>• Use a range of resources</li> <li>• Language for a range of purposes</li> <li>• Skim and scan</li> <li>• Write clearly and coherently</li> <li>• Deal with unfamiliar language</li> <li>• Compare experiences</li> </ul> <p>Assessment – TAGS (Listening, Reading, Writing and Speaking Papers)</p>	<ul style="list-style-type: none"> <li>• diet, lifestyle and food adverts.</li> <li>• Ask and answer questions about diet and healthy eating</li> <li>• Write a paragraph about your diet</li> <li>• Listen to, read texts and speak about global issues, such as water shortage or green houses, and identify solutions</li> <li>• Listen to and read about local problems and match it with the appropriate advice</li> <li>• Do a presentation about global issues</li> <li>• Write slogans for posters and about how you can save the planet</li> <li>• Listen to, read and understand passages about international</li> </ul>

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				<p>sporting events and volunteering and their advantages and disadvantages</p> <ul style="list-style-type: none"> <li>• Write an article about your experience as a volunteer at a sporting event</li> <li>• Listen to, read and understand tweets related to natural disasters and aid work</li> <li>• Ask and answer questions about natural disasters</li> <li>• Write a blog post about your charity work</li> <li>• Translate phrases from Spanish to English and from English to Spanish</li> </ul>
<p><b>Term 4/5</b></p> <p><b>¡Viva! Te toca a ti (Modules 1-8)</b></p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> <li>• Review Y10 (Modules 1-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of GCSE grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Skills:</li> <li>• Planning and carrying out effective GCSE revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revise vocabulary related to local, national, international and</li> </ul>



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<p>Revision of the content taught during both yr10 and 11</p> <p>Exam practice from the Assessment Pack</p>			<ul style="list-style-type: none"> <li>• Appreciating different registers and when to use them</li> <li>• Knowing how to manage time when completing exam tasks</li> <li>• Improve exam techniques</li> </ul> <p>End of year public examinations (AQA):</p> <ul style="list-style-type: none"> <li>• Paper 1: Listening</li> <li>• Paper 2: Speaking</li> <li>• Paper 3: Reading</li> <li>• Paper 4: Writing</li> </ul>	<p>global areas of interest.</p> <ul style="list-style-type: none"> <li>• Listen and read texts about related to local, national, international and global areas of interest.</li> <li>• Write and speak about local, national, international and global areas of interest.</li> <li>• Revise vocabulary related to current and future study and employment.</li> <li>• Listen and read texts about related to current and future study and employment.</li> <li>• Write and speak about current and future study and employment.</li> </ul>

## Spanish – Year 11 Curriculum

<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Grammar</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
				<ul style="list-style-type: none"><li>• Revise vocabulary related to Spanish identity and culture.</li><li>• Listen and read texts about related to Spanish identity and culture.</li><li>• Write and speak about Spanish identity and culture.</li></ul>

## **Resources and/or activities to support learning**

Textbook used in lessons and at home: Viva

Exampro – Exams tailored by Modules

Blooket website

Memrise website