

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 Módulo 1 iDiviértete! Discussing free-time activities.	<u>Deepen prior learning of:</u> - The present tense of regular and irregular verbs - Using stem-changing verbs - The preterite tense - The near future tense - Direct pronouns	- Revision of present and preterite tenses - Present tense of regular verbs and irregular verb (<i>ser, ir and tener</i>) - Present tense of stem changing verbs: <i>preferir, jugar, querer, poder</i> - Using different opinion phrases to add variety to what you say - Using verbs of opinion: <i>gustar, encantar</i>, - Referring to other people's opinions - Giving reasons for activities you do by referring to your wider interests - Revision of preterite tense of regular verbs and irregular verbs (<i>hacer, ir, ver</i>) - Giving opinions in the preterite tense. - Using direct object pronouns	Skills: Describing a photo <i>Using phonics knowledge to spell words correctly in dictation tasks.</i> <i>Using a range of tenses (present / preterite / imperfect for descriptions / near future) Using the four Cs (clues, cognates, context, common sense) to work out meaning</i> <i>Adding variety</i> Assessment – speaking and listening	- Give/understand information life online. - Give/understand information about sports and free-time activities - Give/understand information about making plans. - Give/understand information about what one did last weekend. - Describe in details a day that went wrong. - Describe in detail free-time activities in thee different tenses (past – present – future)

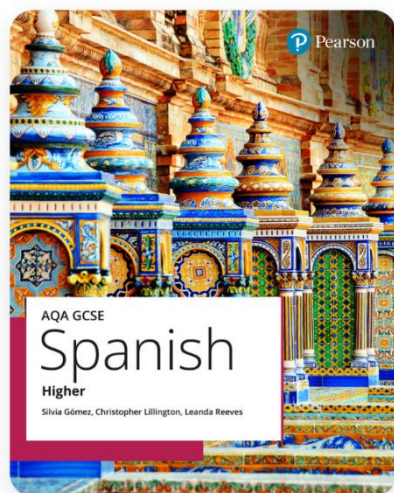
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Term 2/3 Módulo 2 En ruta Talking about holidays and festivals	<u>Deepen prior learning of:</u> - Expressing wishes - Infinitives - Comparatives - Superlatives - Giving opinions - Talking about travel and holiday activities - Preterite tense - Future tense - Describing an image - Adjective agreements	- Revision of the structures followed by the infinitive: <i>me gustaría / se puede</i> <i>Quisiera + infinitive</i> - Comparatives and superlatives - Using a range of varied structures to express opinions in the past tense. - Revision of the preterite tense by introducing new verbs - Using the structure <i>acabo de + infinitive</i>. - Using the imperfect tense in past descriptions. - Using <i>suelo + infinitive</i> to talk about habits - Adjective endings	<u>Using cognates to support understanding</u> <i>Practising the 90-word writing task, consolidating learning on school</i> <i>Using a variety of structures to give opinions</i> <i>about activities in the past</i> <i>Adding variety</i> <i>Learning to spot 'distractors' to avoid jumping to conclusions</i> <u>End of unit assessment:</u> Writing assessment	- Give/understand information about holiday plans. - Give/understand information about Spanish festivals. - Give/understand information about past holidays. - Give/understand detailed description of a past holiday. - Being able to talk about holidays in three different tenses, including a good level of detail.

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Term 3/4 Módulo 3 Mi gente, mi mundo Talk about family, friends and relationships. Talking about celebrities.	<u>Deepen prior learning of:</u> - Possessive adjectives (mi/tu) - Present tense of the verb <i>estar</i> - Vocabulary of the physical description. - Object pronouns - The time phrase <i>desde hace</i> - Negative structures	- Possessive adjectives - Present continuous - Adjectival agreements - Using the personal a in the structure <i>sigo a</i>. - Using <i>desde hace</i> with the present tense. - Using the present and the preterite tense - Using reflexive verbs - Understanding when reflexive verbs are used in different persons. - Revision of opinion structures, including <i>me importa, me interesa</i> - Using <i>para+infinitive</i>. - Understanding and using a wider range of negative structures (Tampoco) - Using the structure <i>Deberías+infinitive</i> to give advice	- Translating English use of apostrophes into Spanish - Listening for gist - Using correct stress patterns when reading aloud	- Describing people - Give/understanding information about one's family. - Talking about one's favourite celebrities (personality / achievements) - Give / understand information about one's friends. - Describing one's identity and what it important to them. - Talking about issues that affect young people and expressing advice
Term 5/6 Módulo 4 Mi estilo de vida	<u>Deepen prior learning of:</u> Expressions to say what time it is	- Using <i>después de / antes de + infinitive</i> - Understanding expressions that use <i>tener</i>	<u>Skills:</u> - Ask and answer questions - Using expression with Expressions with <i>tener</i>: <i>tener sed / razón / cuidado</i> ...	- Give /understand information about typical dishes. - Give /understand information about

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Talking about food and healthy living habits	• Reflexive verbs • Imperfect tense • Verbs to express recommendations • Talking about food • Describing body parts • Talking about health • Giving advice • Using the simple future tense	• Understanding various indefinite adjectives. • Using the imperfect tense with a variety of verbs. • Using reflexive verbs in the preterite tense. • Using <i>deber / tener que / necesitar + infinitive</i> • Using <i>desde hace</i> with the present tense. • Using the stem-changing verb <i>doler</i> • Using the simple future tense	• Identifying correct statements Pronunciation: ca, co, cu] [cu] + vowel Si + present tense + simple future <u>Mock exams:</u> Reading, Listening, Writing and Speaking GCSE assessments with past papers	eating habits. and mealtimes • Give /understand information about healthy or unhealthy routines. • Comparing old and new habits, using two different tenses. • Give /understand information about physical pain. • Give /understand advice on health.
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Resources and/or activities to support learning in lessons and/or at home:

- GCSE Higher student textbook (Pearson) by Chris Lillington, Leanda Reeves, Silvia Gomez
- AQA vocab booklet,
- Speaking booklet
- GCSE AQA Spanish: Vocabulary revision question cards for AQA by CGP
- [ActiveHub](#): Every student has their own account and access to electronic textbook as well as interactive activities



**GCSE Spanish
AQA vocab**

Theme 1: People and lifestyle

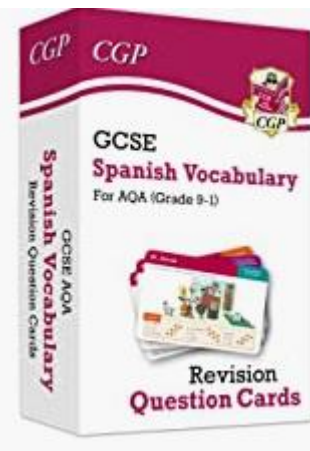
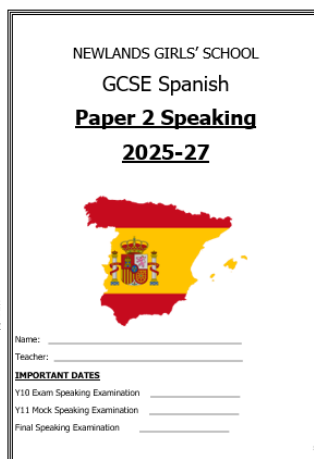
Topic 1: Identity and relationships with others
Topic 2: Health living and lifestyle
Topic 3: Education and work

Theme 2: Popular culture

Topic 1: Free-time activities
Topic 2: Customs, festivals and celebrations
Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Topic 1: Travel and tourism, including places of interest
Topic 2: Media and technology
Topic 3: The environment and where people live



ActiveHub

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The **courage** to speak Spanish with spontaneity, determination and some confidence, including asking as well as answering questions, articulating longer sentences, using some complex structures and uttering longer, developed answers.

The **commitment** to securing a command of Spanish grammar, including different time frames, sometimes within the same paragraph, and as many as possible of the GCSE grammar concepts above, all building on prior learning from Key Stage 3, for example, stem-changing verbs.

The **compassion** to understand the value of language learning in a local, national and international context e.g. AQA Theme 2, and also acquiring a knowledge of Spanish culture and festivals in AQA Theme 1 learning about culture and identity.