

Content (Intent)	Links to prior learning	Grammar / Phonics	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 Módulo 5 ¡A clase! Talking about your school	<u>Deepen prior learning of:</u> - Vocabulary about school day - Opinion phrases - Vocabulary of the school subjects - Vocabulary about teachers and students - Simple future - Negative structures	- The suffix <i>-ísimo/a</i> to express superlatives. - Relative pronouns to link and extend sentences (<i>que / donde/ cuando / lo que</i>) - Irregular verb forms in the present tense (I form) - The structure <i>llevo + present participle</i> to express a duration - The simple future tense - The conditional - Impersonal verbs followed by the infinitive : <i>se debe / hay que / se permite / está prohibido</i>. - Negative structures (<i>no..nada/ no... jamás / no...nadie /no...ninguno / tampoco</i>)	Skills: Suffix <i>-ísimo/a/os/as</i> Pronunciation: [ce] [ci] [z] Phrases that don't translate word-for-word from Spanish to English: <i>la hora de comer, el equipo de natación, el club de teatro</i> Forming questions Spotting false friends Adverbs: adding <i>-mente</i> Assessment – Mocks (Listening, Reading, Writing and Speaking Papers)	To be able to: - Give / understand information about one's school day - Give / understand opinions on school subjects - Give / understand academic objectives - Give/ understand ideas to improve one's school - Give / understand information about school rules. - Give / understand information about pupils and teachers - Give / understand information about a school trip
Term 2/3	<u>Deepen prior learning of:</u>			To be able: Describing a region in detail.

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Módulo 6 Mi barrio y yo Talking about where people live	• Preterite tense • Opinion phrases • Vocabulary about towns • Vocabulary about shopping • The future tense	• The demonstrative adjective <i>este/esta/estos/ estas</i> • Adjectival agreements • The perfect tense – regular and irregular verbs • <i>Estar</i> + preposition of place • Comparatives • Subjunctive (recognition) • Preterite tense • Near future tense • Simple future tense • Conditional tense • <i>Ya/ todavía no</i>	• Ya and todavía with the perfect tense • Using prepositions of place for directions • Conjunctions: y and e o and u • Pronunciation: ll] [rr] / í] [ía] [io] [ió] / [cua] [cue] • Using a variety of tenses	• Give / understand information about having visited sights • Give/ understand information about shopping. • Give / understand preferences about where one lives.
Term 3/4 Módulo 7 - Un mundo mejor para todos Talking about global issues: involvement in	<u>Deepen prior learning of:</u> • Infinitives • Preterite tense • Future tense • Giving advice	• Imperative (recognition) • Preterite tense • Future tense • Impersonal verbs followed by the infinitive (<i>vale la pena / hace falta / falta</i>) • <i>Se debería</i> + infinitive	<u>Skills:</u> • Use more complex language • Developing effective comprehension skills • Deal with unfamiliar language • Words ending in -ción and	To be able to: • Give /understand information about global issues. • Give/understand information on how one helps the community (3 tenses)

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the community, the environment		- Passive (recognition) - Imperfect continuous (recognition) - Verbs using “se” to avoid passive (<i>se organiza / se usa...</i>) - Subjunctive (recognition)	-sión Formal Assessments: Dictation and Translation / Listening / Reading / Writing	- Give / understand information about global environmental issues (3 tenses) - Give / understand ideas to help the environment - Give / understand solutions to deal with global issues (human rights / the environment / poverty)
Term 4/5 Módulo 8 – El futuro te espera Talking about the world of work	<u>Deepen prior learning of:</u> <i>Me gustaría</i> + infinitive - Simple future tense - Modal verbs - Vocabulary about jobs	- Infinitive structures to talk about the future: <i>espero / me gustaría / quiero / tengo ganas de / tengo la intención de</i> - The simple future tense - Subjunctive in set phrases: <i>Cuando sea mayor / Cuando tenga bastante dinero</i> - Preposition followed by the infinitive: <i>para / din / antes de / después de</i> - Modal verbs followed by the infinitive: <i>deber</i>	<i>Transcribing unfamiliar words</i> <i>Pronunciation: ge] [gi] [j] [ga] [go] [gue] [gui]</i> <i>Using an infinitive to start a sentence meaning ‘-ing’ in English</i> <i>Complex texts – how to use clues, cognates, context and common sense</i> End of year public examinations (AQA):	- Give / understand information about future plans. - Give / understand information about jobs - Give / understand information about future careers - Talking about the importance of learning languages.

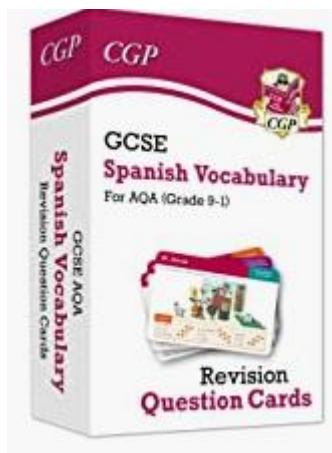
Spanish – Year 11 Curriculum

Content (Intent)	Links to prior learning	Grammar / Phonics	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
		<i>/ poder / querer / saber / tener que</i>	• Paper 1: Listening • Paper 2: Speaking • Paper 3: Reading • Paper 4: Writing	

Resources and/or activities to support learning

Resources used in lessons and/or at home:

- GCSE Higher student textbook (Pearson)
- AQA vocab booklet
- GCSE AQA Spanish: Vocabulary revision question cards for AQA



GCSE Spanish AQA vocab

Theme 1: People and lifestyle

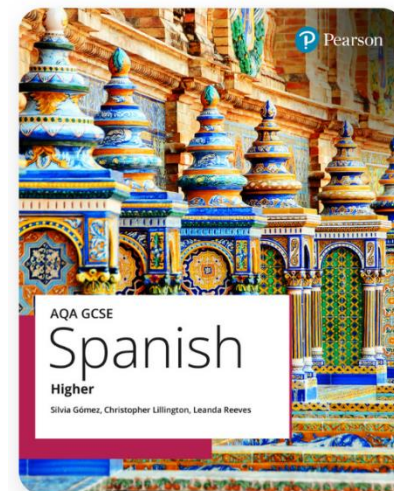
Topic 1: Identity and relationships with others
Topic 2: Health living and lifestyle
Topic 3: Education and work

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



Character Kitemark:

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.

Spanish – Year 11 Curriculum

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.