

# Spanish 5 Year Curriculum Plan

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## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

**Kofi Annan**

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the MFL Department

The MFL department will ensure that every student, regardless of background, will not only develop strong and sustainable linguistic skills but will also broaden their cultural awareness and understanding of the world.

MFL lessons will develop confident, reflective, motivated and skilful students who will consider themselves as global citizens.

We can turn every learner into a *linguist and a global citizen.*

At the end of Year 11 students in **MFL** will....

## Know and understand

### **(Theme 1: Identity and Culture)**

- how to describe / talk about your relationships with family and friends, including; marriage, partnership, socialising and attitudes/conflict between young people and family members
- how to discuss the use of technology in everyday life, including; social media and mobile phones
- how to discuss free time activities, including; music, TV and cinema, eating out and sport
- how to discuss customs and festivals in Spanish-speaking countries

### **(Theme 2: Local, National, International and Global Areas of Interest)**

- how to describe the housing and area where you live and the features of a region/town
- how to discuss social issues, including; charity/voluntary work, healthy/unhealthy lifestyles
- how to discuss global issues, including; environmental issues and poverty/homelessness
- how to discuss holiday preferences, including; weather, holiday activities, accommodation and facilities

### **(Theme 3: Current and Future Study and employment)**

- how to describe my studies, including; school subjects and teachers
- how to describe everyday school life, including; school routine, rules, problems at school, uniform, extra-curricular activities and achievements
- how to discuss my post-16 plans
- how to discuss different jobs and future career choices and ambitions, including; work experience, earning money, applying for summer jobs, discussing gap years, plans for the future and the importance of learning a language

## Be able to

### **AO1: Listening**

- demonstrate an understanding of different types of spoken language over a range of different topics/contexts
- identify the overall message/key points/details and opinions and deduce meaning from a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- recognise and respond to authentic sources and evaluate and draw conclusions

**AO2: Speaking**

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- speak spontaneously, coherently and confidently, responding to unexpected questions, points of view or situations, to sustain communication.
- initiate and develop conversations and discussion.
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- express and justify thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker

**AO3: Reading**

- understand and respond to different types of written language
- use high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of specified contexts, including authentic sources
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Spanish into English

**AO4: Writing**

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context

### Have been exposed to the following texts

AQA Viva GCSE Foundation and Higher textbooks (Pearson).

AQA GCSE Spanish grammar and translation workbook (Pearson).

The work of Picasso and Dali.

### Have been exposed to the following knowledge and theories that span beyond the GCSE specification

The use of the subjunctive.

### Developed their cultural and social capital through the following extra-curricular work

Visits from ex-students who have continued studying languages at A-level and university.

A-level and university taster sessions.

Watching films in OV

Trips to Barcelona, Lille market and Normandy.

## 5 Year Curriculum Plan

### Year 7 Spanish at Smith's Wood Academy

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 both the present tense and immediate future tense.
- Take part in conversations.
- Understand texts that are more challenging.
- Look up new Spanish words in a dictionary.
- Use prediction as a listening strategy.
- Listen for detail.

### Year 7 Units of Study

Length of unit

Unit 1	Mi vida.	7 weeks
Unit 2	Mi tiempo libre.	7 weeks
Unit 3	Mi insti.	7 weeks
Unit 4	Mi familia y mis amigos.	7 weeks
Unit 5	Mi ciudad.	7 weeks

## Year 8 Spanish at Smith's Wood Academy

Year 8 students will get used to Spanish pronunciation and will learn how to:

- Describe a past holiday (including destinations, transport, activities and opinions)
- Talk about media and technology (including mobile phones, types of music, TV programmes and movie genres).
- 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)
- 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)
- Describe a holiday using three tenses (including holiday homes and activities, summer camps, holiday destinations, asking for, and giving directions).

Year 8 students will also be able to:

- Use the preterite tense.
- Give a range of opinions and reasons.
- Use comparatives.
- Tackle authentic texts.
- Use negatives.
- Use reflexive verbs.
- Use three tenses together.
- Use the imperative.

## Year 8 Units of Study

Length of unit

Unit 1	Mis vacaciones.	7 weeks
Unit 2	Todo sobre mi vida.	7 weeks
Unit 3	¡A comer!	7 weeks
Unit 4	¿Qué hacemos?	7 weeks
Unit 5	Operación verano.	7 weeks

## Year 9 Spanish at Smith's Wood Academy

Year 9 students will learn how to:

- Describe a holiday (including holiday preferences, past holidays, booking accommodation and describing trips)
- 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 socialising and family, describing people, talking about social networks, making arrangements, talking about reading preferences and describing relationships)

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.
- Use verbs with *usted*.
- Understand high numbers.
- Use three tenses together.
- Identify positive and negative opinions.
- Use negatives.
- Use phrases followed by infinitives.
- Ask and answer questions.
- Understand object pronouns.
- Use *para* + infinitives.
- Extend responses by referring to others.
- Use *ser* and *estar*.

### Year 9 Units of Study

Length of unit

Unit 1	¡Desconéctate!	14 weeks
Unit 2	Mi vida en el insti	14 weeks
Unit 3	Mi gente	14 weeks



## Year 10 Spanish at Smith's Wood Academy

Year 10 students will learn how to:

- 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:

- Use stem-changing verbs.
- Use suelo + infinitives.
- Look at context to identify missing words, Use the imperfect tense to say what you used to do.
- Use the perfect tense.
- Agree and disagree.
- Use se puede and se pueden.
- Use exclamations.
- Use demonstrative adjectives.
- Use antonyms.
- Use quantity expressions.
- Work out the meaning of new words.
- Infer meaning in a literary text.
- Understand adjectives ending in ísimo.
- Use acabar de + infinitive.

## Year 10 Units of Study

Length of unit

Unit 4	Intereses e influencias.	14 weeks
Unit 5	Ciudades.	14 weeks
Unit 6	De costumbre.	14 weeks

## Year 11 Spanish at Smith's Wood Academy

Year 11 students will learn how to:

- Describe their current and future study and employment (including different jobs, how they earn money, work experience, languages and travel, applying for a summer job and discussing their plans for the future).
- Describe local, national, international and global areas of interest (including types of houses, healthy eating, global issues, local actions, healthy lifestyles and international sporting events).

Year 11 students will also be able to:

- Use verbs followed by infinitives.
- Use words with more than one meaning.
- Use lo + adjective.
- Use 24-hour clock.
- Write a formal letter.
- Use "if" clauses.

## Year 11 Units of Study

Length of unit

Unit 7

¡A currar!

14 weeks

Unit 8

Hacia un mundo mejor.

14 weeks

## 5 Year Curriculum Plan Overview

## Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	¿Cómo te llamas?	¿Qué tipo de persona eres?	¿Tienes hermanos?	¿Cuándo es tu cumpleaños?	¿Tienes mascotas?	Cómo soy	Assesment week
<b>Autumn Term 2</b>	¿Qué te gusta hacer?	¿Cantas Karaoke?	¿Qué haces cuando llueve?	¿Qué deportes haces?	¿Eres fanático?	¿Qué haces en tu tiempo libre?	Assessment week
<b>Spring Term 1</b>	¿Qué estudias?	¿Te gustan las ciencias?	¿Qué hay en tu insti?	Durante el recreo	¿Te gusta tu insti?	¿Cómo es tu insti?	Assessment week
<b>Spring Term 2</b>	¿Cuántas personas hay en tu familia?	¿De qué color tienes los ojos?	¿Cómo es?	¿Cómo es tu casa o piso?	El carnaval en familia	Autoretrato	Assessment week
<b>Summer Term 1</b>	¿Qué hay en tu ciudad?	¿Qué haces en tu ciudad?	En la cafetería	¿Qué vas a hacer?	¿Te gusta tu ciudad?	Mi vida en La Habana	Assessment week
<b>Summer Term 2</b>	Grammar and end of year assessment prep	Grammar and end of year assessment prep	Grammar and end of year assessment prep	Grammar and end of year assessment prep	End of year assessment	Cultural topics	Cultural topics

## 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?	El ultimo día	¿Cómo te fue?	El verano pasado	Vaya vacaciones!	Assessment week
<b>Autumn Term 2</b>	Mi vida, mi movil	¿Qué tipo de música te gusta?	Me gustan las comedias	¿Qué hiciste ayer?	Mi guía	Mi vida, tu vida.	Assessment week
<b>Spring Term 1</b>	¿Qué te gusta comer?	¿Qué desayunas?	En el restaurante	¿Qué vamos a comprar?	Fiesta!	Y tú qué opinas?	Assessment week
<b>Spring Term 2</b>	¿Te gustaría ir al cine?	Lo siento, no puedo	¿Cómo te preparas?	¿Qué vas a llevar?	Hoy partido!	El baile de disfraces	Assessment week
<b>Summer Term 1</b>	¿Qué casa prefieres?	¿Qué se puede hacer en?	¿Dónde está?	Campamentos de verano	Destinos	De vacaciones en Espana	Assessment week
<b>Summer Term 2</b>	Grammar and end of year assessment prep	Grammar and end of year assessment prep	Grammar and end of year assessment prep	Grammar and end of year assessment prep	End of year assessment	Cultural topics	Cultural topics

## Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Punto de partida	¿Cómo prefieres pasar la vacaciones?	¿Cómo prefieres pasar la vacaciones?	¿Adónde fuiste?	¿Adónde fuiste?	Destino Barcelona	Destino Barcelona
Autumn Term 2	Quisiera reservar	Quisiera reservar	Mis vacaciones desastrosas	Mis vacaciones desastrosas	Leer y escuchar	Prueba escrita	Assessment week
Spring Term 1	Punto de partida 1	Punto de partida 2	Mi nevo insti	Mi Nuevo insti!	Está prohibido!	Está prohibido!	Destino Zaragoza
Spring Term 2	Destino Zaragoza	Mis clubs y mis éxitos	Mis clubs y mis éxitos	Leer y escuchar	Prueba escrita	Prueba oral	Assessment week
Summer Term 1	Punto de partida 1	Punto de partida 2	Mis aplicaciones favoritas	Mis aplicaciones favoritas	¿Qué estás haciendo?	¿Qué estás haciendo?	Leer es un placer
Summer Term 2	Leer es un placer	Retratos y relaciones	Retratos y relaciones	Leer y escuchar	Prueba escrita	Prueba oral	Assessment week

## 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	Punto de partida 2	¿Qué sueles hacer?	¿Qué sueles hacer?	Fanático del deporte	Fanático del deporte	Temas del momento
<b>Autumn Term 2</b>	Temas del momento	En directo	Modelos a seguir	Modelos a seguir	Leer y escuchar	Prueba escrita	Assessment week
<b>Spring Term 1</b>	Punto de partida 1	Punto de partida 2	¿Cómo es tu zona?	¿Cómo es tu zona?	¿Qué harás mañana?	¿Qué harás mañana?	De compras
<b>Spring Term 2</b>	De compras	Los pros y los cons de la ciudad	Los pros y los cons de la ciudad	Destino Arequipa	Leer y escuchar	Prueba escrita	Assessment week
<b>Summer Term 1</b>	Punto de partida 1	Punto de partida 2	Dietas del mundo	Dietas del mundo	De fiesta	De fiesta	Un día especial
<b>Summer Term 2</b>	Un día especial	A comer!	A comer!	El festival de música	Leer y escuchar	Prueba escrita	Assessment week

## 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>	Punto de partida	¿Qué haces para ganar dinero?	¿Qué haces para ganar dinero?	Mis prácticas laborales	Mis practicas laborales	¿Por qué aprender idiomas?	¿Por qué aprender idiomas?
<b>Autumn Term 2</b>	Solicitando un trabajo	Solicitando un trabajo	El futuro	El futuro	Leer y escuchar	Prueba escrita	Assessment week
<b>Spring Term 1</b>	Punto de partida 1	Punto de partida 2	Piensa globalmente!	Piensa globalmente!	Actúa localmente!	Actúa localmente!	Vivir a tope!
<b>Spring Term 2</b>	Vivir a tope!	El deporte nos une!	El deporte nos une!	Leer y escuchar	Prueba escrita	Prueba oral	Assessment week
<b>Summer Term 1</b>	Exam prep	Exam prep	Exam prep	Exam prep	Exam prep	Exam prep	Exam prep
<b>Summer Term 2</b>							

