

1c. Curriculum Overview: Spanish



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Year 10 Spanish			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
GCSE spec	<p>Me presento y mis pasatiempos (Talking about relationships, others and pastimes)</p> <p>What are the students learning? Describing relationships, using the 3rd Person and describing hobbies</p> <p>Embedding/recall</p> <ul style="list-style-type: none"> - Reinforcing use of opinion openers, intensifiers and connectives - Adjectival agreements - Family members - Introduction to speaking assessment components - Reflexive verbs to describe others - More adventurous opinions such as “Lo bueno es que...” “Lo malo es que...” etc - Sentence openers such as weather and adverbs of frequency - Introduction to the past tense <p>Culture Focus:</p> <ul style="list-style-type: none"> - Different types of marital status/opinions on weddings - Communication skills to real-life situations - Alternative sports that pupils may consider to do in the future <p>Exam skill focus: Role play practice Photo card practice Development of written work Exam style questions throughout</p>	<p>Mi colegio y mi ciudad (Talking about my school life and where I live)</p> <p>What are the students learning? Discussing all aspects of school life and town</p> <p>Embedding/recall</p> <ul style="list-style-type: none"> - Reinforcing extended opinions - Discussing lessons in three tenses - Reflexive verbs to describe the school day (past and present) - Describing and giving opinions on school facilities - Further development of opinions and different modal verbs - Description and opinion of teachers - Description of uniform and school rules - Opinions on social issues in school - Imperfect to describe primary - Extra-curricular clubs - Using modal verbs to give opinions on house and local area - Using “Se puede” to describe what you can do in town - Describing problems in your local area <p>Culture Focus:</p> <ul style="list-style-type: none"> - Facilities comparison with schools in Spain - Appreciation of different timetables/different rules (ie. Uniform) - Semana santa & Las Fallas - Different types of home/comparison with types of home in Spain 	<p>Las vacaciones (Talking about holidays)</p> <p>What are the students learning? Discussing holidays in three tenses</p> <p>Embedding/recall</p> <ul style="list-style-type: none"> - Reinforcing use of present tense endings correctly - Different time markers to extend sentences - Development of past tense + time markers - Reinforcing key irregular present tense verbs - Further development of opinions and different modal verbs - More adventurous opinion such as “Lo bueno es que...” “Lo malo es que...” etc - Introduction to the imperfect tense - Introduction to future tense and other variations to express a future plan <p>Culture Focus:</p> <ul style="list-style-type: none"> - Different types of holiday/leisure activities - Communication skills to real-life situations - Cultural enrichment (La navidad / festivals) <p>Exam skill focus: Role play practice Photo card practice Development of written work Exam style questions throughout</p> <p>What are the key standardised assessments? FA Task 1 – 90 word writing FA Task 2 – Speaking Bingo</p>

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	<p>What are the key standardised assessments? FA Task 1 – Translation and Writing FA Task 2 – Speaking Bingo FA Task 3 – Listening FA Task 4 – Speaking FA Task 5 – Writing FA Task 6 – Describing a photo card</p> <p>Summative (including prior recall) SA1 – Reading comprehension exam style questions and Listening exam style questions. Differentiation (F/H) SA2 – Listening comprehension exam style questions</p> <p>What are the standardised homeworks?</p> <ul style="list-style-type: none"> - Description of family members - Low stakes quizzes to reinforce - Vocab support to aid comprehension skills 	<p>Exam skill focus: Comprehension papers – exam style question practice Further development of photo card description and role-play prep Evidencing complexity in production skills tasks</p> <p>What are the key standardised assessments? FA Task 3 – Speaking Bingo FA Task 4 - Translation FA Task 5 – Listening and Reading FA Task 6 – Listening FA Task 7 – Key phrases translation FA Task 8 – Reading and Listening</p> <p>Summative SA3 – Writing and Listening – Exam style questions Differentiation F/H SA4 – Speaking and Reading – Exam style questions</p> <p>What are the standardised homeworks?</p> <ul style="list-style-type: none"> - Ongoing preparation of speaking questions - Low stakes quizzes to reinforce - Vocab support to aid comprehension skills - Descriptions of school and school facilities - Descriptions of home and local area 	<p>Summative (including prior recall) SA1 – Reading comprehension exam style questions and Listening exam style questions. Differentiation (F/H)</p> <p>What are the standardised homeworks?</p> <ul style="list-style-type: none"> - Description of holiday - Booking a hotel room - Description of a nightmare holiday
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Year 11 Spanish			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
GCSE spec	<p>Mis planes para el futuro v problemas sociales (My future and social problems)</p> <p>What are the students learning? To talk about future intentions and issues affecting your local area</p> <p>Embedding/recall</p> <ul style="list-style-type: none"> - Recapping structures from health - Adventurous opinions using Lo + adj - Recap of personality adjectives and appropriateness for jobs - Describing how to earn pocket money/part time jobs - Describing plans for a gap year - Recap future tense - Introduction to subjunctive structures - Applying for a job - Describing how to help in your local area - Giving opinions about different types of volunteering projects - Recapping opinions on issues affecting young people <p>Culture Focus:</p> <ul style="list-style-type: none"> - Identifying future plans - Giving opinions on part time jobs/chores around home - Discussing interview technique and presenting yourself positively - How to help in your local community 	<p>Problemas globales, la tecnologia v las ferias hispanas (Global problems, technology and Spanish festivals)</p> <p>What are the students learning? To talk about global issues, use of technology and Spanish festivals</p> <p>Embedding/recall</p> <ul style="list-style-type: none"> • Discussing global issues using higher level, sophisticated language in three tenses • Discussing festivals in Spain (key information + opinions) • Discussing use of technology in three tenses • Balancing F/A • All tenses • All tenses • All topics • CHOCOLAT • SINGE en CHOCOLAT <p>Culture Focus:</p> <ul style="list-style-type: none"> • Impact of global crises in both the UK and Spanish speaking countries • Awareness of a range of Spanish festivals/comparison with UK celebrations (ie. Christmas/Easter etc) • Opinions on different apps + communication of dangers of social media • Opinions on different forms of portable technology + advantages and disadvantages 	<p>Revision</p> <p>What are the students learning?</p> <ul style="list-style-type: none"> • Exam technique across all skills • Walking talking mocks (Speaking in December and rest of skills in January) <p>Embedding/recall</p> <ul style="list-style-type: none"> • All tenses • All topics • CHOCOLAT • SINGE en CHOCOLAT <p>Culture Focus: N/A</p> <p>Exam skill focus: Final prep for assessments. Finalising speaking prep. Writing example booklet to support writing skills</p> <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • no new assessments – focus on developing skills & plugging gaps <p>What are the standardised homeworks?</p> <ul style="list-style-type: none"> - Ongoing preparation of speaking questions - Vocab support through Memrise, vocab tests and monitoring completion of vocab books



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<p>- Issues affecting young people in the UK and in Spain</p> <p>Exam skill focus: Exam style questions throughout Reinforcing extended responses in production skills tasks. All skills covered in assessment schedule</p> <p>What are the key standardised assessments? FA1 – Reading exam style questions. Differentiated to tier FA2 – Photo card Speaking Bingo FA3 – Listening exam style questions. Differentiated to tier</p> <p>Summative October baseline assessments across three skills (Listening, reading & writing F/H)</p> <p>Speaking result from Yr10 used to give final grade</p> <p>SA1 – Writing assessment (differentiation F/H)</p> <p>What are the standardised homeworks?</p> <ul style="list-style-type: none"> - Ongoing preparation of speaking questions - Vocab support through Memrise, vocab tests and monitoring completion of vocab books 	<p>Exam skill focus: Exam style questions throughout Reinforcing extended responses in production skills tasks. All skills covered in assessment schedule.</p> <p>What are the key standardised assessments? FA4 – Speaking Bingo Photo Card FA5 – Reading and Listening FA6 – Differentiated writing tasks</p> <p>Summative (including prior recall) SA2 – Role play task in lessons (Differentiation F/H) SA3 – Reading and Listening (Differentiated F/H)</p> <p>Speaking mock in December and January mocks across three skills (Listening, reading & writing F/H)</p> <p>What are the standardised homeworks?</p> <ul style="list-style-type: none"> - Ongoing preparation of speaking questions - Vocab support through Memrise, vocab tests and monitoring completion of vocab books 	
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