

Longcroft School Curriculum Overview Spanish



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

Longcroft School Curriculum Overview Spanish

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’ *Adapted from National Curriculum, DfE, 2014.*

Aims

The Longcroft School and Sixth Form curriculum for languages aims to ensure that all pupils:

- understand and respond to **spoken and written language** from a **variety of authentic sources**
- **speak with increasing confidence, fluency and spontaneity**, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can **write at varying length, for different purposes and audiences**, using the **variety of grammatical structures** that they have learnt

Longcroft School Curriculum Overview Spanish

- discover and develop an **appreciation of a range of writing** in the language studied.
- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

Subject Curriculum Vision

At Longcroft we will empower all our students to develop a global perspective. We provide the language skills, cultural knowledge and understanding to enrich our students' experience and to provide opportunities for our students to pursue their own talents and interest on the global stage. MFL lessons are engaging and well resourced. We aim to foster a lifelong passion for other languages and cultures and an appreciation of diversity.

'You live a new life for every new language you speak. If you know only one language, you live only once'. Czech Proverb.

'One language sets you in a corridor for life. Two languages open every door along the way'. (Linguist Frank Smith)

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart

The MFL curriculum delivers a rich linguistic and cultural experience. Students develop an acceptance and understanding of other cultures, whilst enjoying the unique celebrations and festivals of the Spanish speaking world. Our curriculum engenders a tolerance and curiosity of other peoples and nations whilst developing a pride in their own sense of identity and place in the world.

Great Thought

'He who knows no foreign language know nothing of his own'. (Goethe)

MFL lessons challenge all pupils through an enriching and engaging curriculum delivered by a team of experienced and enthusiastic practitioners whose love of language learning shines through in every lesson. We firmly believe that learning a foreign language develops a deeper and richer understanding of the students' mother tongue. Languages offer deep social and cultural capital across the curriculum.

Great Vision

Our curriculum fosters opportunity and promotes aspiration and social mobility. Travel broadens student minds and provides unforgettable experiences. Having another language opens doors and provides opportunities for students to change their lives for the better, improving employment and Further Education prospects. Former students and language professionals visit Longcroft to share their experiences of using languages in their lives and careers.

Longcroft School Curriculum Overview Spanish

Key subject skills

AO1	AO2	AO3	AO4
<p>Listening - understand and respond to different types of spoken language</p> <ul style="list-style-type: none"> ➤ demonstrate general and specific understanding of different types of spoken language ➤ follow and understand clear standard speech using familiar language across a range of specified contexts ➤ identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events ➤ deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes ➤ recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. 	<p>Speaking - communicate and interact effectively in speech</p> <ul style="list-style-type: none"> ➤ 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 ➤ convey information and narrate events coherently and confidently, using and adapting language for new purposes ➤ speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate ➤ initiate and develop conversations and discussion, producing extended sequences of speech ➤ 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 ➤ make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view ➤ use accurate pronunciation and intonation to be understood by a native speaker 	<p>Reading - understand and respond to different types of written language</p> <ul style="list-style-type: none"> ➤ understand and respond to different types of written language ➤ understand general and specific details within texts using 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 and recognising the relationship between past, present and future events ➤ deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes ➤ 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. 	<p>Writing - communicate in writing</p> <ul style="list-style-type: none"> ➤ 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.

Building on prior learning - *What can students do by the end of KS2?*

By the end of KS2, students should be able to do the following in relation to each of the following main strands highlighted in the national Key Stage 2 Framework for Languages:

Longcroft School Curriculum Overview Spanish

<p><u>Oracy:</u></p> <ul style="list-style-type: none"> ➤ Listen to and understand the main points and some detail from a short, spoken passage ➤ Give a presentation in a clear audible voice ➤ Converse briefly without prompts ➤ Enjoy listening and speaking confidently <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ➤ Read aloud with confidence, enjoyment and expression, in chorus or individually ➤ Read and understand the main points and some detail from a short written passage ➤ Write several sentences from memory ➤ Develop a short text using a model <p><u>Intercultural Understanding:</u></p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of and respect for cultural diversity ➤ Present information about an aspect of another country 	<p><u>Knowledge about Language:</u></p> <p>a) <u>Oracy:</u></p> <ul style="list-style-type: none"> ➤ Recognise the importance and significance of intonation. ➤ Use knowledge of language to present information and personal ideas. ➤ Notice and manipulate agreements. ➤ Use knowledge of words, text and structure to make meaning, using simple language spontaneously. <p>b) <u>Literacy:</u></p> <ul style="list-style-type: none"> ➤ Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts ➤ Apply knowledge of word order and sentence construction to support the understanding of written text. ➤ Use knowledge of the language features, style and layout of different texts to support understanding. ➤ Apply knowledge of words and text conventions to build meaningful sentences and short texts. <p>c) <u>Intercultural Understanding:</u></p> <ul style="list-style-type: none"> ➤ Devise questions for authentic use. ➤ Recognise that languages have different ways of expressing social relationships. ➤ Create spoken and written language using simple sentences. 	<p><u>Language Learning Strategies:</u></p> <p>a) <u>Planning, analysing and evaluating ways of learning:</u></p> <ul style="list-style-type: none"> ➤ Discuss language learning ➤ Discuss and try out different learning strategies ➤ Plan and prepare themselves for a language activity ➤ Analyse what they need to know in order to carry out a task ➤ Use knowledge of English or other languages to help learning and understanding ➤ Direct all their attention to what they need in order to understand a spoken or written text <p>b) <u>Communicating: understanding and being understood:</u></p> <ul style="list-style-type: none"> ➤ Use gesture or mime to show they understand ➤ Recognise words which the teacher mouths silently ➤ Ask someone to clarify or repeat ➤ Use grammatical knowledge to help understand someone speaking ➤ Pick out key words when listening <p>c) <u>Practising language:</u></p> <ul style="list-style-type: none"> ➤ Practise saying new words under their breath ➤ Practise saying words aloud ➤ Record themselves ➤ Practise with a friend ➤ Answer in their heads, questions asked to other people ➤ Try to use the language outside of the classroom ➤ Write down words, phrases and sentences <p>d) <u>Memorising:</u></p> <ul style="list-style-type: none"> ➤ Use a physical response ➤ Use a mental association to help to remember words ➤ Remember rhyming words ➤ Say words to a rhythm ➤ Play games to help to remember ➤ Read and memorise words ➤ Learn a short text by gradually blocking out the words ➤ Compare techniques for memorising words ➤ Analyse and compare language in English and another language(s) ➤ Write things down <p>e) <u>Applying prior knowledge:</u></p> <ul style="list-style-type: none"> ➤ Apply previous knowledge and clues to help understanding ➤ Decode and make meaning based on previous knowledge, language and other cues ➤ Sort words into categories ➤ Apply known rules when creating new language ➤ Integrate new language into previously learnt language ➤ Pronounce/read aloud unknown words ➤ Use the context of what they see/read to determine some of the meaning ➤ Use a word or phrase known in one context or topic in a different topic or context
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Longcroft School Curriculum Overview

Spanish

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| | | <p>f) <u>Dictionary Skills:</u></p> <ul style="list-style-type: none">➤ Understand why there are two parts to a bilingual dictionary➤ Put words in dictionary order using the first letter of the word and then the first and second letters of the word➤ Use a dictionary to look up spellings and find the meaning of new words |
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Longcroft School Curriculum Overview Spanish

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students can:</p> <ul style="list-style-type: none"> - listen and read for key details in and understand the gist of short passages, though there may be some mistakes made with this. - transcribe short phrases containing some unknown words by combining phonics - write and speak using sentences joined together with some connectives and extending beyond the minimum. - give some opinions in responses, with justifications at times. - demonstrate solid pronunciation, with key messages clear. - demonstrate the ability to use 1 tense successfully. - produce simple sentences and structures accurately on the whole, though there may still be errors with spelling, verb forms and adjective agreements - translate a range of short sentences on familiar topics, incorporating a variety of different verb forms, into and from English. - use some strategies to work out unknown vocabulary, but find this challenging at times. 	<p>Students can:</p> <ul style="list-style-type: none"> - listen and read for key details in and understand the gist of passages containing 2 tenses, though there may be mistakes made with this at times. - transcribe and/or identify the meaning of phrases containing unknown words at times using strategies - respond well using simple structures and sometimes attempt more detailed spoken and written responses successfully - use a variety of opinions and justifications. - make regular correct reference to 2 tenses, though at times these are formed incorrectly. - display sound pronunciation and intonation which allows fairly clear communication. - translate a short text (35 words) containing simple structures and 2 tenses on familiar topics into and from English. - translate sentences which include 'l' forms of verbs in 2 tenses to and from English fairly confidently 	<p>Students can:</p> <ul style="list-style-type: none"> - understand the gist of a lot of what is heard / read, but understanding is not always accurate. - adopt some strategies to work out the meaning of questions and answers to them - understand shorter passages on familiar topics comfortably, though longer passages or unfamiliar topics prove more challenging. - ask questions and give mostly developed spoken and written answers - use past, present & future tenses with a good level of accuracy. - demonstrate fairly good pronunciation and intonation - use justified opinions regularly in my spoken and written language - translate a short text (35 words) containing simple structures, 3 tenses and vocabulary on familiar topics to and from English. - translate sentences which include 'l' forms of verbs in 3 tenses into and from English fairly confidently. 	<p>Students can:</p> <ul style="list-style-type: none"> - pick out the main points in long spoken and written passages, giving sound answers in English and sometimes in French. - listen and read for gist fairly confidently, adopting some listening and reading strategies to work out answers to questions. - use a variety of opinions, justifications and some complex structures in my writing / speaking - ask questions and give detailed answers in spoken/ written language. - refer to 3 time frames in my speaking / writing. - demonstrate good pronunciation and intonation - translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar topics with a good level of accuracy into and from English - translate sentences that include different verb forms in 3 tenses to and from English, with occasional errors with spellings, adjective agreements and verb formation. 	<p>Students can:</p> <ul style="list-style-type: none"> - readily understand longer passages. infer answers and work out the meaning of new words from context - identify and understand idiom and expressions - give detailed and accurate answers in both French and English. - respond spontaneously to spoken questions with very good pronunciation & a nice accent. - use a wide variety of grammar, vocabulary (including a range of connectives) and at least 3 time frames correctly with occasional errors. - narrate and develop points fully using clear explanations and justifications. - structure points logically, narrating and developing them fully using clear opinions, explanations and justifications. - translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar and unfamiliar topics fairly accurately into and from English - work out the meaning of some unknown vocabulary through the use of a range of strategies. - translate complex sentences using different verb forms in 3 tenses into and from English, with occasional errors

Year	AUTUMN			SPRING			SUMMER		
	Topics and grammar	Assessment	Future preparation and past links	Topics and grammar	Assessment	Future preparation and past links	Topics and grammar	Assessment	Future preparation and past links
7	<p>¡Viva! 1 Módulo 1 : Mi vida My life (GCSE theme: Identity and culture)</p> <p><i>¿Cómo te llamas?</i> <i>What's your name?</i> definite articles (<i>el, la, los, las</i>) verb endings</p> <p><i>¿Qué tipo de persona eres?</i> <i>What sort of person are you?</i> adjectives that end in <i>-o/-a</i> making sentences negative <i>ser</i> (present, singular)</p> <p><i>¿Tienes hermanos?</i> <i>Do you have any siblings?</i> <i>tener</i> (present, singular) indefinite articles (<i>un/una</i>)</p> <p><i>¿Cuándo es tu cumpleaños?</i> <i>When is your birthday?</i> No new grammar</p> <p><i>¿Tienes mascotas?</i> <i>Do you have any pets?</i> adjective forms (masculine and feminine, singular and plural)</p> <p><i>¿Qué te gusta hacer?</i> <i>What do you like doing?</i> Giving opinions using <i>me gusta + infinitive</i></p> <p>¡Viva! 1 Módulo 2 : Mi tiempo libre My free time (GCSE theme: Identity and culture)</p> <p><i>¿Cantas karaoke?</i> <i>Do you sing Karaoke?</i> present tense of regular <i>-ar</i> verbs (full paradigm)</p> <p><i>¿Qué haces cuando llueve?</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will start at single word/short phrase level and build to longer, extended sentences including opinions and reasons towards the end of the term.</p> <p>Past links: Builds on any Spanish students may have studied in KS2 (eg: numbers, age, pets, family etc)</p>	<p>¡Viva! 1 Módulo 3 : Mi insti My school (GCSE theme: Current and future study and employment)</p> <p><i>¿Qué hora es?</i> <i>What time is it?</i> (<i>sourced from older resources</i>) <i>'a la/s/son las'</i> <i>'comenzar'</i> <i>'terminar'</i></p> <p><i>¿Qué estudias?</i> <i>What do you study?</i> <i>'we' form of -ar verbs</i></p> <p><i>¿Te gustan las ciencias?</i> <i>Do you like science?</i> <i>using me gusta(n) + el/la/los/las when giving opinions about subjects</i> <i>checking verbs, definite articles and adjectival agreement in sentences giving opinions</i></p> <p><i>El uniforme escolar</i> <i>School uniform</i> <i>Giving opinions about school uniform</i> <i>Using me gusta(n) etc</i></p> <p><i>¿Qué hay en tu insti?</i> <i>What is there in your school?</i> <i>plural indefinite articles unos/unas (meaning 'some')</i> <i>plural definite articles los/las (meaning 'the')</i> <i>Durante el recreo</i> <i>During break</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. All this language is transferable to future topics.</p> <p>Past links: Opinions Adjectives Key present tense verbs</p>	<p>¡Viva! 1 Módulo 5 : Mi ciudad My town (GCSE theme): Local, national, international and global areas of interest)</p> <p><i>¿Qué hay en tu ciudad?</i></p> <p><i>What is there in your city?</i></p> <p><i>un/una, unos/unas and muchos/muchas</i></p> <p><i>¿Qué haces en la ciudad?</i></p> <p><i>What do you do in your city?</i></p> <p><i>ir - to go (present tense)</i></p> <p><i>En la cafetería</i></p> <p><i>In the cafeteria</i></p> <p><i>stem-changing verb querer</i></p> <p><i>¿Qué vas a hacer?</i></p> <p><i>What are you going to do?</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. All this language is transferable to future topics.</p> <p>Students have also been introduced to the near future tense which will allow pupils to develop their writing skills.</p> <p>Past links: Present tense and key present tense verbs Opinions Adjectives Responding to questions</p>

Longcroft School Curriculum Overview Spanish

	<p><i>What do you do when it rains?</i> <i>No new grammar</i></p> <p><i>¿Qué deporte haces?</i> <i>What Sports do you do?</i> present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)</p> <p><i>¿Eres fanático?</i> <i>Are you a fan?</i> <i>No new grammar</i></p> <p><i>¿Que te gusta hacer?</i> <i>What do you like doing? (Sourced from older resources)</i></p> <p>Expressing different opinions + infinitive</p> <p><i>¿Qué haces en tu tiempo libre?</i> <i>What do you do in your free time?</i> <i>No new grammar.</i></p>		<p><i>present tense of regular -er and -ir verbs (full paradigms)</i></p> <p><i>¡Viva! 1 Módulo 4: Mi familia y mis amigos</i> <i>Family and friends(GCSE the me: Identity and culture)</i></p> <p><i>¿Cuántas personas hay en tu familia?</i> <i>How many people are there in your family?</i> <i>Possessive adjectives mi / tu / su and mis / tus / sus</i></p> <p><i>¿De qué color tienes los ojos?</i> <i>What colour are your eyes?</i> <i>irregular verbs tener and ser</i> <i>position of adjectives (after the noun)</i></p> <p><i>¿Cómo es?</i> <i>What is s/he like?</i> <i>Agreement of adjectives with nouns</i></p> <p><i>¿Cómo es tu casa o tu piso?</i> <i>What is your house like?</i> <i>the verb estar</i></p> <p><i>El carnaval en familia</i> <i>Carnaval</i> <i>No new grammar</i></p>		<p><i>the near future tense (voy, vas, va, etc. + infinitive)</i></p> <p><i>¿Te gusta tu ciudad?</i></p> <p><i>Do you like your city?</i></p> <p><i>No new grammar.</i></p>	
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Longcroft School Curriculum Overview Spanish

8	<p>¡Viva! 2 Módulo 1 : Mis vacaciones My holidays(GCSE theme : Local, national, international and global areas of interest)</p> <p><i>De vacaciones</i> <i>On holidays</i> preterite of <i>ir</i> (full paradigm)</p> <p><i>¿Qué hiciste?</i> <i>What did you do?</i> preterite of regular -<i>ar</i> verbs (full paradigm) preterite of <i>sacar</i>: spelling change <i>saqué</i> preterite + <i>no</i></p> <p><i>El último día</i> <i>The last day</i> preterite of regular -<i>er</i> and -<i>ir</i> verbs (full paradigm) preterite of <i>ver</i>: <i>vi</i></p> <p><i>¿Cómo te fue?</i> <i>What was it like?</i> preterite of <i>ser</i></p> <p><i>El verano pasado</i> <i>Last summer</i> No new grammar</p> <p><i>¡Vaya vacaciones!</i> <i>What holidays!</i> distinguishing between present and preterite verb forms 'we' form of -<i>ar</i> verbs in present/preterite</p> <p>¡Viva! 2 Módulo 2 : Todo sobre mi vida About my life(GCSE theme: Identity and culture)</p> <p><i>Mi vida,</i> <i>mi móvil</i><i>My life, my mobile</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. Students can also use/understand 3 time frames. All this language is transferable to future topics.</p> <p>Past links: Present tense Opinions Reasons for opinions Weather</p>	<p>¡Viva! 2 Módulo 3 : ¡A comer! Let's eat!(GCSE theme: Identity and culture)</p> <p><i>¿Qué te gusta comer?</i> <i>What do you like to eat?</i> <i>el agua</i> (feminine) <i>Me gusta(n)</i> + definite article</p> <p><i>¿Qué desayunas?</i> <i>What do you have for breakfast?</i> negatives: <i>no</i>, <i>nunca</i>, <i>no... nada</i></p> <p><i>En el restaurante</i> <i>In the restaurant</i> familiar/polite 'you': <i>tú / usted / ustedes</i> using the present and the preterite together</p> <p><i>¿Qué vamos a comprar?</i> <i>What are we going to buy?</i> near future tense (full paradigm)</p> <p><i>¡Fiesta!</i> <i>Party!</i> near future tense (full paradigm)</p> <p>¡Viva! 2 Módulo 4 : ¿Qué hacemos? What are we doing? (GCSE theme : Identity and culture)</p> <p><i>¿Te gustaría ir al cine?</i> <i>Would you like to go to the cinema?</i> <i>a + el = al</i> <i>de + el = del</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. At this stage, students can also use/understand 3 time frames. All this language is transferable to future topics.</p> <p>Past links: Opinions Reasons for opinions Present tense Preterite tense</p>	<p>¡Viva! Módulo 5 : Operación verano (GCSE theme: Local, national, international and global areas of interest)</p> <p><i>¿Qué casa prefieres?</i> <i>Which house do you prefer?</i> comparative: <i>más/menos</i> + adjective + <i>que</i></p> <p><i>¿Qué se puede hacer en...?</i> <i>What can you do in...?</i> <i>se puede(n)</i> + infinitive superlative: <i>el/l a/los/las más + adjective + de</i></p> <p><i>¿Dónde está?</i> <i>Where is it?</i> imperative: <i>tú forma</i></p> <p><i>Campamentos de verano</i> <i>Summer camps</i> using three tenses (present, preterite, near future) together</p> <p><i>¡Destinos!</i> No new grammar</p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. At this stage, students can also use/understand 3 time frames. All this language is transferable to future topics.</p> <p>Past links: Present tense Preterite tense Near future tense Opinions Reasons for Opinions</p>
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Longcroft School Curriculum Overview Spanish

	<p>present tense of regular - <i>ar, -ir, -er</i> verbs, full paradigm (revision) present tense of stem- changing verbs (revision)</p> <p><i>¿Qué tipo de música te gusta?</i> <i>What type of music do you like?</i> <i>Me gusta</i> + the definite article agreement of adjectives</p> <p><i>Me gustan las comedias</i> <i>I like comedies</i> comparison of adjectives: <i>más... que...</i> agreement of indefinite article</p> <p><i>¿Qué hiciste ayer?</i> <i>What did you do yesterday?</i> preterite of <i>hacer</i> (full paradigm) using the present and the preterite together</p> <p><i>Mi guía</i> <i>TV guide</i> <i>No new grammar</i></p> <p><i>Mi vida, tu vida</i> <i>My life your life</i> third person singular of present tense and preterite, regular / irregular verbs</p>		<p>conditional: <i>me/te gustaría</i> + infinitive</p> <p><i>Lo siento, no puedo</i> <i>I'm sorry, I can't</i> Stem- changing verbs <i>querer</i> , <i>poder</i> (present tense)</p> <p><i>¿Cómo te preparas?</i> <i>How</i> <i>do you get ready?</i> reflexive verbs (prese nt tense)</p> <p><i>¿Qué vas a llevar?</i> <i>What are you going to wear?</i> adjective agreement (colour adjectives) demonstrative adjective <i>este / esta</i> <i> / estos / estas</i></p> <p><i>¡Hoy partido!</i> <i>Match day!</i> using three tenses (present, preterite, near future) together</p>					
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Longcroft School Curriculum Overview Spanish

9 HT1	<p>Me, family and friends Relationships with family and friends(T1) Grammar: tener, ser and estar present tense possessive adjectives adjective agreement rules reflexive verbs casarse / enfadarse / Ll evarse bien con más que Menos que Adverbs of frequency Regular verbs in present tense. Direct object pronouns. interrogative words such as quién, cómo, cuántos, qué, cuánd</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Family and friends (7/9) Revisit and build on present tense, adjective agreement, comparing, interrogatives. New grammar - DO prons and reflexive verbs in this context.</p>	<p>Topics and grammar Half term 3 My studies - school subjects and opinions(T3) Grammar: tener que/deber + infinitive hay que + infinitive (compulsory subjects) porque to express reasons perfect tense regular verbs (escoger/decidiroptions) two verbs together eg ir a/esperar/gustar más comparative and superlative in expressing opinions about subjects ·use of tú and usted in informal/formal exchang</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links School subjects (7/9) opinions and comparatives. Much more complex language introduced to talk about opinions and opitions choices.</p>	<p>Topics and grammar Half term 5: Free-time activities Food and eating out Sport(T1/2)) Grammar: perfect tense using regular and common irregular verbs lo que he hecho este fin de semana/estamañana) simple opinion statements to express how it was (illustration of the imperfect) disjunctive pronouns such as conmigo and para mí</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>
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Longcroft School Curriculum Overview Spanish

9	<p><i>Half term 2</i> Home, town, neighbourhood and region(T2) Grammar: <i>hay</i></p> <p>prepositions</p> <p>use of <i>unos, unas</i> for 'some'</p> <p><i>poder</i> + infinitive</p> <p>expressions of quantity</p> <p>irregular verbs <i>ir/hacer</i></p> <p><i>los que/las que</i> + verb <i>gustar</i> enhancing descriptions using <i>que</i></p> <p>demonstrative adjectives: <i>este, esta, estos, estas, ese, esa, esos, esas</i> interrogatives <i>dónde</i> and <i>por qué</i></p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: House and town covered yr 7. Develop including neighbourhood and region. Hay, ir hacer and some prepositions (7,8,9)</p>	<p>Half term 4 Free-time activities Music Cinema and TV(T1) Grammar: consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i></p> <p>extend range of two verbs together adverbs such as <i>por lo general/normalmente</i></p> <p>clauses introduced by <i>cuando</i> and <i>si</i></p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>uture preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links Music, cinema TV (7) Present tense regular verbs(7) irregular verbs(7/8)</p>	<p>Half term 6 Customs and festivals in Spanish-speaking countries/communities(T1) Grammar: preterite tense rules - regular and common irregular verbs (<i>ser, estar, tener, hacer, ir</i>) reflexive verbs in preterite; perfect and imperfect tenses together</p> <p>describing a past event/festival; actions and opinions</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links Holidays (8) Past tense (7/8)</p>
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Longcroft School Curriculum Overview Spanish

10	<p>September: Me, family, friends-relationships(T1) tener, ser and estar present tense possessive adjectives adjective agreement and position rules reflexive verbs: casarse/enfadarse/llevarse bien con comparatives más que/menos que; adverbs of frequency regular verbs in present tense; direct object pronouns interrogative words such as quién, cómo, cuántos, qué, cuándo October: Home, town neighbourhood and region(T2) Grammar hay; prepositions use of unos/unas for some poder + infinitive expressions of quantity irregular verbs ir/hacer los/las que + verb; gustar enhancing descriptions using que demonstrative adjectives este, esta, estos, estas, ese, esa, esos, esas interrogatives dónde and por qué November: My studies(t3) Grammar tener que + infinitive deber +infinitive hay que + infinitive (compulsory subjects), porque to express reasons perfect tense regular verbs (escoger/decidir/dejar - options) Two verbs together e.g. ir a/esperar/gustar más</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>	<p>Music, cinema TV food and sport(7/8/9) Present tense(7/8/9) - developed here with more irregular verbs Future tense(7/8/9) Other grammar new.</p>	<p><u>Topics and grammar</u> January: Social issues Healthy/ unhealthy living(2) Grammar recap on deber/tener que + infinitive/hay que + infinitive and introduce conditional forms - affirmative and negative es mejor/sería mejor negative nunca previous health habits using imperfect tense reflexive constructions such as se puede, se necesita present continuous February: Life at school/ college transfer deber/poder/hay que/querer to school rules context quantity words mucho/demasiado/bastante (including with plurals) perfect tense using regular and common irregular verbs (he hecho mis deberes). March Customs and festivals in Spanish-speaking countries/communities(T1) Grammar preterite of regular verbs and irregulars ser/ir/hacer</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Food(8/9) tener(7/8/9)</p>	<p>Topics and grammar April: See end of spring term. May Education post-16(T) Grammar: use of 'lo' in 'lo que' and lo + adjective; building on si clauses with present and future more complex two verb structures (tener la intención de/tener ganas de/tener el derecho de) June Mocks June/July Transition to Year 2: Me, my family and friends Marriage/partnership(T1) Grammar: revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions Gerund revision of future tense to outline future plans direct and indirect object pronouns</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>	<p>Future preparation and past links: Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Family and friends(yr7/9) adjectives to describe people(7/8/9) Future tense(7/9)</p>
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Longcroft School Curriculum Overview Spanish

<p>comparative and superlative in expressing opinions about subjects use of tú and usted in informal/formal exchanges</p> <p>December: Free time - music, cinema, TV, food, eating out Sport(T1) Grammar consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar extend range of two verbs together future tense introduced eg weekend plans adverbs such as por lo general formation of regular adverbs such as normalmente clauses introduced by cuando and si disjunctive pronouns such as conmigo and para mí</p>			<p>reflexive verbs in preterite preterite and imperfect tenses together describing a past event/festival actions and opinions</p> <p>April Travel and tourism Grammar: consolidation of preterite and imperfect tenses sequencing words, expressions and phrases antes de/después de haber etc/mientras/desde hace/acabar de developing greater complexity in spoken and written accounts of past events or experiences weather expressions with hacer possessive pronouns mío etc</p>		<p>Perfect tense(school options term 1 yr 10)</p> <p>Past links Festivals(Y9) Preterite(8/9) Ser/ir/hacer(7/8/9) Opinions(7/8/9)</p> <p>Past links: Holidays(yr 8) Preterite tense(7/8/9)</p>			
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Longcroft School Curriculum Overview Spanish

11	<p>Topics and grammar September Global issues Environment (T2) Grammar modal verbs linked to behaviours (must do/can do/should do/could do etc) past tense for effects of behaviours on environment si sentences revised for outlining consequences of actions pluperfect tense perspective October Social issues Charity/ voluntary work(T2)</p> <p>Grammar querer + infinitive querer que + subjunctive es posible que + subjunctive para que + subjunctive imperfect continuous</p> <p>November Career choices and ambitions(T3) Grammar enhanced statements of possibility including subjunctive after conjunctions of time (cuando) quisiera December Technology in everyday life Social media Mobile techn(T1) Mock exam Grammar revision of past tenses to recount how social media have been used; or life before technology gracias a/sin/con enhanced statements of possibility including permitir, es posible que + subjunctive</p>	<p>Assessment Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term. Students will also complete a mock around Christmas.</p>	<p>Future preparation and past links The most challenging subtopics vocabulary , grammar and content wise have been left until yr 11. Past links: verbs with infinitives perfect tense(pluperfect) Present tenses(si)</p> <p>Past links: querer present tense(to help with forming the subjunctive)</p> <p>Past links: Jobs/subjects</p> <p>Past links: Mobile phones(yr8)</p>	<p><u>Topics and grammar</u> January: See December February Global issues Poverty/ homelessness Grammar: si fuera... si tuviera que... with conditional completions hay que + infinitive and es importante que + subjunctive verbs of emotion + subjunctive March onwards Revision</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>				
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Longcroft School Curriculum Overview

Spanish

Enrichment Opportunities

Key stage	
KS3	<p>Use of technology to encourage out of lesson learning</p> <p>Professionals and former students come in to talk to students before options</p>
KS4	<p>P6/lunchtime revision</p> <p>Small group support/intervention with targeted students</p> <p>Use of technology to encourage out of lesson learning</p>
KS5	<p>A level students working with KS 4 pupils to improve speaking skills</p> <p>A level students working with KS 3 classes to support pupils</p> <p>Use of technology to encourage out of lesson learning.</p>