

Year 10 Spanish Autumn Term 1

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	Discussing holidays and weather. Identifying the present tense. Listening to weather descriptions. Revisiting question words. Giving your opinions in a variety of ways about different activities.	Revising the present and preterite tenses of regular verbs and the verb 'ir' Listening to people talk about a past holiday and weather. Recap of countries, transport and holiday activities. Revisit the verb 'hacer' in the past tense.	Saying what you do in summer. Using the present tense with regular verbs and the verb 'ser'. Learning the 'l' form of the most common irregular verbs in the present tense. Listening and reading about summer in different countries.
Week 2	Using the present tense. Listening for verb endings. Writing a text about your holidays. Reading a text about summer in South America identifying key vocabulary.	Talking about holiday preferences. Using verbs of opinion to refer to different people. Reading about different holidays around the world. Listening to people to talk about what they like to do and don't like to do on holiday. Learning synonyms for 'because'.	Recalling high numbers Understanding percentages in Spanish Reading about percentages in Spanish. Listening for information about percentages in Spanish.
Week 3	Saying what you did on holiday. Using the preterite tense with regular verbs. Giving opinions about the past. Saying what the best and worst thing were on holiday. Listening to what the best and worst thing were on holiday.	Learning to form questions and answers about the holiday. Reading about a holiday activity. Listening about what you can do in Barcelona on holiday. Writing a text about a visit to Barcelona. Recapping time sequencers.	Describing where you stayed on holiday. Introducing the imperfect tense. Introducing the complex negatives. Reading about where people stayed on holiday.
Week 4	Recapping the imperfect tense formation. Recognising the differences between 'era' and 'estaba'. Selecting the correct imperfect tense according to context given. Describing the positives and negatives of a town by building up sentences. Recalling adjective agreements.	Recognising the uses of the preterite and imperfect tenses. Listening to other people talk about the positives and negatives of a town	Booking accommodation using questions to form answers. Reading about different hotel rooms. Recalling high numbers when talking about hotel room prices. Listening to people booking different types of hotel rooms
Week 5	Dealing with problems in a hotel. Using verbs with 'usted'.	Giving an account of a holiday in the past. Using three tenses together.	Recapping vocabulary about holiday disasters.

	Writing about problems with the hotel. Listening to people talk about their problems in a hotel. Speaking about problems in a hotel.	Ordering a text about a holiday account. Recalling the present, imperfect and preterite tenses. Building up vocabulary about holiday disasters.	Listening to holiday accounts about positive and negative experiences. Describing your own holiday ;what went right and what went wrong. Translating a text about a holiday into Spanish.
Week 6	Discussing ideas for the summer. Reading about different holiday activities. Listening to people talk about travel news. Listening to people talk about likes and dislikes about a campsite.	Talk about a hotel reservation in Spain. Listening to someone reserving a hotel room. Practice question words Practice the photo-card on the theme of 'Travel and Tourism'. Recall the immediate future tense in Spanish.	Using a success criteria to achieve the highest grades. Writing a short text about a holiday account. Translating a text into Spanish about the summer.
Week 7	Recall the Preterite tense. Revise past activities and time sequencing vocabulary.	Recall the imperfect tense. Revise adjectives to describe places and hotel vocabulary.	Recall the present tense. Revise activities which you like doing.

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	<ul style="list-style-type: none"> Saying what school subjects they do study/don't study and when (recall of school subjects and days of the week). Using different opinion verbs (with or without a pronoun). Justifying opinions using the correct agreement between nouns and adjectives (recall of adjectives used to describe school subjects) Reading about different opinions on school subjects. <p>Extended learners: Writing about opinions on different school subjects (PAGE 28) PAGE 28</p>	<ul style="list-style-type: none"> Saying the time in Spanish (recall of numbers) Saying the day and time subjects are studied using the verb 'tener'. Reading about schools in Spain (explain differences and similarities between countries). <p>Extended Learners: Translating from Spanish to English statements about schools/education in Spain (PAGE 29) PAGE 29</p>	<ul style="list-style-type: none"> Describing school facilities (recall of school facilities vocabulary and indefinite articles "un/una/unos/unas) Describing what is the good/bad/best/worst of school (recall of 'lo bueno/lo malo es que...' introduce 'lo mejor/lo peor es que...') Describing what they like the most/the least of school (Introduce relevant fixed expressions) <p>Extended Learners: Consolidating the use of nouns and articles through extra tasks (PAGE 222-223) PAGE 29</p>
Week 2	<ul style="list-style-type: none"> Describing school uniform (recall of clothes vocabulary and colours) Using adjectives of colour correctly when describing school uniform (recall of adjectival agreement) Using the verb 'llevar' and the grammatical expression 'tengo que+infinitive' correctly. Listening to school uniform details and opinions <p>Extended Learners: Consolidation of adjectival agreement (PAGES 224-225) PAGE 30</p>	<ul style="list-style-type: none"> Reading about school uniform descriptions and opinions. (recall of 'tengo que + infinitive') Describing the school day. (Recall of 'los' + the day of the week) <p>Extended learners: describing the school day including opinions and reasons (PAGE 31) PAGE 31</p>	<ul style="list-style-type: none"> Using comparatives and superlatives (Introducing comparative and superlative structures in Spanish). Reading about school subjects, opinions and reasons. (Introduce new opinion structures "que me gusta un montón, que más me gusta, que me interesa mucho, que me fascina, que me chifla, que me gusta menos...") Translating (from Spanish to English) comparative and superlative structures. <p>Extended Learners: Further practice on comparative and superlative structures through extra tasks (PAGES 220-221) PAGE 32</p>

<p>Week 3</p>	<ul style="list-style-type: none"> Identifying antonyms of adjectives used to describe school teachers. (Recall of synonyms and antonyms meaning) Justifying opinions using a range of language. (Introduce vocabulary expressions to describe teachers) Writing about school subjects and teachers by giving and justifying opinions using a range of language. <p>Extended learners: translating from Spanish to English a summary about a school teacher (PAGE 33)</p> <p>PAGE 33</p>	<ul style="list-style-type: none"> Using complex negative sentences (Recall simple negative structures / Introduce complex negative structures) Reading about school in Spain. Translating a podcast from Spanish to English. <p>Extended learners: Writing a paragraph about your school using complex negatives (PAGE 34)</p> <p>PAGE 34</p>	<ul style="list-style-type: none"> Comparing then and now. (Introduce 'antes + imperfect tense' and 'ahora + present tense') Listening to 'then' (how primary school was like) and 'now' (how secondary school is like) Writing comparing your primary school to your secondary school (Recall of vocabulary related to school facilities, relevant adjectives and the three common irregular verbs when describing school: '(no) había/hay', (no) tenía/tiene', (no) era(n), (no) es, (no) son') <p>Extended learners: Reading about a school in Bolivia and understand how it was before and how it is now (PAGE 35)</p> <p>PAGE 35</p>
<p>Week 4</p>	<ul style="list-style-type: none"> Using structures followed by the infinitive to describe school rules. (Introduce school rules vocabulary/explain 'verbs with an infinitive') Reading and writing about school rules using phrases followed by the infinitive. Listening to opinions on school rules. Writing about your school rules using phrases followed by the infinitive and exclamations (introduce positive and negative exclamations) <p>Extended learners: Consolidation of positive and negative exclamations through extra activities provided.</p> <p>PAGE 36</p>	<ul style="list-style-type: none"> Tackling harder listening exercises (Explain how listening questions often include distractors and how things are expressed in different words from the ones we read on the page). Reading about school problems Translating from Spanish to English a text about school problems. <p>Extended Learners: Consolidation of translation skills through extra activities.</p> <p>PAGE 37</p>	<ul style="list-style-type: none"> Using the near future tense to say what we are going to do. (Recall of the near future tense formation) Listening about plans for a school exchange (Recall of the differences between British and Spanish schools) Working out the meaning of infinitives used in the near future tense using context. Writing the plans for one day of the week of the exchange week. <p>Extended learners: Write in detail the program for the rest of the week (PAGE 38)</p> <p>PAGE 38</p>

<p>Week 5</p>	<ul style="list-style-type: none"> Asking questions (Recall of questions words in Spanish and their meaning/Explain how to form questions in Spanish) Answering questions using the near future tense correctly (quick recall of the near future tense) Creating a dialogue with a Spanish exchange partner about a day in school (recall of sequencers and time expressions to give structure to answers) <p>Extended Learner: Writing an email to our exchange partner describing the plans for the next visit.</p> <p>PAGE 39</p>	<ul style="list-style-type: none"> Saying how long we have been doing something (Introduce the expression 'desde hace' and the word order in questions and answers) Reading and listening about activities and achievements. (Introduce specific vocabulary related to school extra curricular activities) Expressing and justifying opinions on extra curriculum activities (Introduce specific vocabulary and expressions to justify opinions) <p>Extended Learners: Answer the questions giving opinions on school extra curriculum activities.</p> <p>PAGE 40</p>	<ul style="list-style-type: none"> Using object pronouns (Introduce direct object pronouns and explain how they are used to avoid repetition) Listening in the past, present and future (Recall of time expressions that help to decide if people are talking about the past, present or future) Translating (from English to Spanish) a text about school extra curriculum activities (Recall of the expression 'desde hace' and the preterite tense endings for regular verbs) <p>Extended learners: Writing an article about our own extra curriculum activities.</p> <p>PAGE 41</p>
<p>Week 6</p>	<ul style="list-style-type: none"> Reading an extract from the novel 'Amor y Pedagogía' (by Miguel de Unamuno) and answering questions related to this extract in English. (Analyse with students the vocabulary and expressions used) Reading an article on a Spanish website. ((EXAM SKILLS: Explain how we won't always find exact equivalents or synonyms in the text on the exam paper. Guide students to find the evidence given in the text that will help them deduce the answers) <p>Extended Learners: Consolidation of expected GCSE reading skills on a novel through extra activities provided.</p> <p>PAGE 42</p>	<ul style="list-style-type: none"> Reading an extract from a diary about school experiences. (EXAM SKILLS: Explain how in a multiple-choice exam exercise, if we can work out which type of word we need (i.e., verb, adjective, noun etc.) the options usually have more than one of each word type, but only one that make sense in the context) Listening to opinions about school uniform. (EXAM SKILLS: Making students aware of the occasional distractor present on P, N and P+N opinion questions. Reinforce with students that we are asked to identify the speaker's opinions not the opinions of others. Reinforce that for P+N we must <u>listen out</u> for clues that signal a change of opinion, e.g., <u>por otro lado</u>, <u>sin embargo</u>, <u>pero</u>.) <p>Extended Learners: Listening to a podcast with the chess expert @Juan Molinero' and answering all parts of the question in English (PAGE 43)</p> <p>PAGE 43</p>	<ul style="list-style-type: none"> Preparing and planning the answers to the bullet points given in a role play card (Recall of the present and preterite tense endings and formation. Recall of the meaning of the symbols used in the role play cards '!'=respond / ? = ask) Listening to model answers and using the success criteria for the oral exam accurately. (EXAM SKILLS: Encourage students to pay attention to the number of details required for each bullet point. Explain that the unprepared question is usually a two-part question. Remind them that accuracy and correct pronunciation are important.) <p>Extended learners: Listening to model answers of the role play task and noting down what the students say in Spanish.</p> <p>PAGE 44</p>
<p>Week 7</p>	<ul style="list-style-type: none"> Listening to a model answer response to the first, second and third printed questions on the photo card and using the success criteria successfully. Preparing their own answers to the first three questions on the photo card. (EXAM SKILLS: Remind students that the photo card task always includes questions about things in the past and the future. Explain they can produce a more developed answer if they describe both positive and negative points of view. Recall expressions to introduce opposing opinions.) <p>Extended learners: Preparing questions and answers for the general conversation on 'Theme 3: Current and future study and employment'.</p> <p>PAGE 45</p>	<ul style="list-style-type: none"> Understanding the short writing task (90 words) (EXAM SKILLS: Guide students to reflect on the following questions: What type of text are we asked to write?/what is each bullet point asking us to do?/Which tense(s) will we need to use to answer each question?) Preparing their own answer to the task following the success criteria. (EXAM SKILLS: Encourage students to have in mind the success criteria when developing their answers for each bullet point. Remind them to organize their answer in paragraphs. Highlight the importance of proof-reading once they have written the 90 words passage) <p>Extended learners: Writing own the missing words for each gap on Rebekah's answer (model answer)</p> <p>PAGE 46</p>	<ul style="list-style-type: none"> Translating form English to Spanish (EXAM SKILLS: Explain to students to look out for phrases which don't translate word by word) Translating a passage from English to Spanish. (Recall of specific vocabulary and expressions related to Theme 3: Current and future study and employment and Present and Imperfect tense endings and formation) <p>Extended learners: Consolidation of GCSE translation skills through extra activities provided.</p> <p>PAGE 47</p>

A key created to allow for **consistency** among the ***Spanish teachers when teaching a particular lesson.***

This is **explicit** on the learning intentions now as suggested by the OFSTED inspector. He wanted to see explicit in the learning intentions that every teacher was **recalling and introducing** the exact same content and skills (as the vocab for certain topics can be vast) when teaching a particular lesson.

The use of colours will also allow us to show the GOLDEN THREAD between lessons (The retrieval practice done to work on long term memory and allow progress)

NEGRO	What a student can do at the end of a lesson
AZUL	Recalling/Retrieving knowledge from KS3 THAT NEEDS TO BE REVISITED TO ACCESS NEW CONTENT AND SKILLS
AMARILLO	Recalling/Retrieving knowledge from previous lesson (s)
VERDE	Extension work FOR HIGHER ATTAINERS
ROJO	Introducing new content and skills