

Year 11 – Spanish Learning Intentions half term 1 (Viva GCSE)

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	Revising reflexive verbs. Describing meal times. Talking about daily routine. Using 'soler' and the infinitive. Reading about the daily routine.	Talking about illnesses and injuries. Asking for help in a pharmacy. Using 'estar' for temporary states and feelings. Listening to people talking about their ailments.	Revise body parts. Using 'doler' in the present and perfect tense. Listening to people talk about their body pains. Translating sentences into Spanish about ailments.
Week 2	Talking about typical foods. Spotting words which indicate an increase or decrease. Listening to people talking about an increase or decrease. Using the words for quantities or containers followed by day.	Reading about typical foods. Learning how to form the passive voice. Listening to interviews about typical foods. Revisiting direct object pronouns. Writing an article about typical food from your country.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 3	Comparing different festivals. Learning ways to avoid using the passive voice. Paying attention to question words. Reading for detail to answer questions accurately. Listening for detail to answer questions accurately.	Using the 'they' form of the verb taking extra care with reflexive, stem-changing and irregular verbs. Comparing two festivals. Writing a text about Guy Fawkes night.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 4	Describing a special day. Using reflexive verbs in the preterite tense in the first person. Reading about different festivals. Inferring meaning in literary texts.	Listening to people talking about celebrations. Translating texts about a special day into Spanish. Reading and understanding extracts from a novel.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 5	Ordering food in a restaurant. Using absolute superlatives. Listening for detail to a dialogue in a restaurant.	Spotting irregular verb patterns in the preterite tense. Listening to people talking about their menu choices. Reading about complaints to restaurants. Writing a complaint to a restaurant.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 6	Talking about a music festival. Describing your favourite band and singer adding interest. Listening to people talking about their reading interests. Reading about different music events.	Revisiting the 'we' form of 'ar' and 'ir' verbs in the present and preterite.	Reading a text about a music festival paying attention to detail. Using expressions followed by the infinitive.
Week 7	Speaking and writing assessment practice. Describing your experiences at a music festival.	Introducing key vocabulary and structures for the role play and photo-card areas.	Reading about accidents at Christmas. Learning about the importance of the 15 th birthday.

		Developing fluency for the general conversation part of the exam.	Listening for detail about different music festivals
Week 8	Using a success criteria to achieve the highest grades in writing. Writing about why festivals and traditions are important using the success criteria. Translating a text into Spanish about the daily routine and food preferences.	Listening for detail about celebrations. Speaking and writing assessment practice	Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.