

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- Talking about your house. Explaining where things are. Talking about your town. Practicing key irregular verbs in three tenses.

Half Term 2

- Saying what there is to do where you live. Describing what your region is like. Saying what you can do to help the environment. Talking about different environmental issues. Using verbs with the infinitive.

Half Term 3

Talking about different ways of volunteering and charities. Learning to form the conditional tense. Talking about poverty and homelessness. Learning more complex infinitive phrases.

Half Term 4

- Talking about healthy eating and healthy and unhealthy lifestyles. Using more complex infinitive phrases.

Half Term 5

- Talking about holiday destinations and preferences. Saying what the weather is like. Talking about past holidays using the preterite and imperfect tenses.

Half Term 6

- Learning about different regions of Spain. Describing your own region.

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Termly teacher assessed tasks • Termly formal assessments • Regular vocabulary learning homework and quizzing 	<ul style="list-style-type: none"> • Use Quizlet to learn core vocabulary on a regular basis and discover new vocabulary • Put the language on Netflix into Spanish. Watch with English subtitles • Use languagesonline.org to revise and practice core grammar • Complete activities on http://lyricstraining.com/ to listen to some Spanish music 	<ul style="list-style-type: none"> • Learning about other countries, cultures and traditions • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Encouraging and empathising • Broaden students' horizons • Learning about famous Spanish people from a range of fields

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Differences in pronunciation of key sounds • Gender of nouns and adjectival agreement • Verb endings for different subjects and in different tenses • Use of "false friends" (false cognates) 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary, grammar, opinions, key verbs in new contexts • Phonics learning supports pronunciation and reading of new vocabulary • Skills models remain consistent throughout each unit of vocabulary 	<ul style="list-style-type: none"> • Core vocabulary lists and grammar sheets in each unit. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of clear feedback model to show next steps to improve • Stretch activities built into each lesson