

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

Half Term 1

- Revision of Theme 2 topics. Learning to answer key speaking questions about house and region, social and global issues and holidays.

Half Term 2

- Talking about school subjects and your studies. Revising comparatives. Talking about your school day and the rules at school. Explaining good and bad aspects of your school.

Half Term 3

- Saying what you are going to do Post 16 and Post 18. Talking about different jobs. Looking for and applying for jobs. Talking about your ideal job.

Half Term 4

- Revision of vocabulary and structures from Themes 1 and 2. Focus on key exam skills.

Half Term 5

- Revision of vocabulary and structures from Themes 1, 2 and 3. Focus on key exam skills.

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