

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

Half Term 1

- Talking about your family. Describing people and your relationship with them. Key verbs – to have and to be.

Half Term 2

- Talking about your future plans. Knowing how to form the future tense. Describing what technology you use and making comparisons.

Half Term 3

- Describing positives and negatives of technology. Saying what you have done and are doing. Knowing how to form the present tense to say what you normally do.

Half Term 4

- Talking about what you do in your free time. Saying what sports you play and do. Knowing how to form the future tense to say what you will do.

Half Term 5

- Talking about what you eat and drink. Buying food and ordering food in a restaurant.

Half Term 6

- Knowing how to form the past tenses in Spanish. Learning about differences between life in Spain and the UK. Understanding key facts about Spanish and Latin American festivals

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