

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

**Half Term 1 and 2**

- Talking about my family, their personalities and families in today’s society. Using the present tense and reflexive verbs.
- Talking about my diet and how I can make informed choices. Using the future tense.

**Half Term 3**

- My school and life in my school. Talking about the positive and negative aspects of school.

**Half Term 4**

- Free time and what I like to do. Using the superlative to really state what I like

**Half Term 5**

- Spanish customs, festivals and how we celebrate. Looking at a festival in the past.

**Half Term 6**

- Celebrity culture within the Spanish speaking world. Using all three time frames and preparing for mocks.

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

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