

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

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>Revision of Theme 2 topics. Learning to answer key speaking questions about house and region, social and global issues and holidays.</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>Discussing media, our use of technology and expressing our opinion on this. Writing our speaking answers to enable us to express their opinions.</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>Looking at the environment and the problems in our world as well as solutions. Expressing our hopes for the future and how we can help.</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>Revision of vocabulary and structures from Themes 1 and 2. Focus on key exam skills.</li> </ul> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>Revision of vocabulary and structures from Themes 1, 2 and 3. Focus on key exam skills.</li> </ul>
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<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>Use BBC Bitesize</li> <li>Use our Revision Guides 9-1</li> <li>Use our Vocabulary revision guide</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>