

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

Half Term 1

- La inmigración
- “La Casa de Bernarda Alba”
- IRP (Individual Research Project)
- Monarquías y dictaduras

Half Term 2

- Racismo
- IRP (Individual Research Project)
- “La Casa de Bernarda Alba” Federico García Lorca
- Los movimientos populares

Half Term 3

- La convivencia
- IRP (Individual Research Project)
- Jóvenes de hoy , ciudadanos de mañana

Half Term 4

- Preparation for Speaking exam. Focus on key exam skills.
- Revision of “ Las 13 Rosas” and “La Casa de Bernarda Alba”.

Half Term 5

- Preparation for Unit 1 and Unit 3 exam. Focus on key exam skills.
- Revision of vocabulary and structures from Themes 1 ,2, 3 and 4.

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 • Complete Independent learning tasks 	<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"> • Verb endings for different subjects and in different tenses • Summary questions – changing from 1st to 3rd person • Subjunctive mood • Object pronouns 	<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