

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

Half Term 1

- Introducing myself. Talking about school subjects. Giving simple and extended opinions. Understanding nouns are masculine and feminine

Half Term 2

- Talking about family. Describing pets. Saying what you have/ don't have. Understanding how adjectives are formed.

Half Term 3

- Describing what people look like. Describing people's personality. Using comparisons. Using the verbs to have and to be.

Half Term 4

- Describing the rooms in a house. Knowing how to make nouns plural. Describing a photo.

Half Term 5

- Talking about where you live. Saying what there is and where a place is. Knowing how to form regular present tense verbs.

Half Term 6

- Saying what you wear. Knowing how to form the future tense to say what you are going to do.

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 Carousel to learn core vocabulary on a regular basis and discover new vocabulary • Put the language on Netflix into Spanish. Watch with English subtitles • Research a place in a Spanish speaking country or a Spanish person and write key facts in Spanish • 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 • Learning about people from diverse backgrounds • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Encouraging and empathising • Broaden students' horizons

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 • When referring to age : tengo & soy • 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 • Use of Knowledge Organisers to see where new learning fits with bigger picture 	<ul style="list-style-type: none"> • Knowledge Organisers to support with vocabulary and key grammar points in each unit. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of skills matrix to show next steps to improve • Stretch activities built into each lesson