



## Subject: Spanish

### Year 11 Overview 2020/21

#### Year 11

##### **The Connected Curriculum**

Spanish language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.

##### **English**

Sound understanding and knowledge of word classes are fundamental to pupil progress in Spanish. Pupils understand, recognise, use and engage in regular discussion around: spelling (in Spanish and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/reflexive/conjugations in the present, past (preterite) and future tenses)), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine). As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas, opinions (with justifications), comparatives and superlatives. Pupils also distinguish between language used for formal and informal situations. Students will explore the language needed to add interest when narrating a story.

##### **Maths**

In the spring term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when talking about the environment and natural disasters.

##### **Geography**

In the spring term students will consider the environment and local actions. They will continue to explore language needed to talk about global issues and natural disasters.

##### **Food Tech**

In the autumn term students will talk about mealtimes and typical foods. They will compare different festivals, and use language to order food in a restaurant.

##### **PE, health & fitness**

Students will use language to talk about sports, sporting events and discuss health living in the spring term.

##### **PSHE/Careers**

In the autumn term students will talk about how you earn money and work experience. They will also discuss what students generally do in their gap year, and the importance of learning languages. Students will then explore the language needed to write a formal letter and apply for a summer job.

#### **Key content – knowledge and skills**

Each half term will focus on a new GCSE unit.

##### Autumn 1:

Students will talk about mealtimes and typical foods. They will compare different festivals, and use language to order food in a restaurant. Students will then explore the language needed to add interest when narrating a story.

##### Autumn 2:

Students will talk about how you earn money and work experience. They will also discuss what students generally do in their gap year, and the

#### **GCSE focus**

Theme 1: Identity and culture – M6 Topic 4: Customs and festivals in Spanish-speaking countries/communities

AO1: **Listening** – understand and respond to different types of spoken language.

AO2: **Speaking** discussing a stimulus (photo)

AO4: **Writing** – communicate in writing: open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level).

Theme 3: Current and future study and employment – M7 Topic 4: Jobs, career choices and ambitions



importance of learning languages. Students will then explore the language needed to write a formal letter and apply for a summer job.

Spring 1:

Students will consider global issues, local actions and the environment. They will talk about sports, sporting events and discuss health living.

Spring 2:

Students will continue to explore language needed to talk about the environment and natural disasters. They will also focus on preparation and practice for the speaking component of the GCSE exam.

Summer 1:

Students will complete the speaking exam and then catch up on missed modules/continue to revise and practice for the listening, reading and writing exams.

Summer 2:

Listening, reading and writing exams.

AO3: **Reading** understand and respond to different types of written language.

AO4: **Writing** – communicate in writing:

- a translation from English to Spanish (a minimum of 35 words at foundation level and 50 words at higher level)
- a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level) an

Theme 2: Local, national, international and global areas of interest – M8a Topic 3 – Global issues

AO2: **Speaking** – communicate and interact effectively in speech through role play

Theme 2: Local, national, international and global areas of interest – M8b Topic 3 – Global issues

AO2: **Speaking** – communicate and interact effectively in speech (through role play/discussing a stimulus (photo) card/general conversation).

### Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut1]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Aut1; Spr1&2]**
- AO3: Reading – understand and respond to different types of written language. **[Aut2; Spr1]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks:
  - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)
  - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level) **[Aut2]**
  - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level) **[Aut2]**

Each skill will account for 25% of total GCSE marks.

### Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.



Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will encourage positive discussions around language, prompted by questions such as:

- In what way does my language define me?
- How does language unite or divide us?
- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to Spanish-speaking countries; many of which will be Christian traditions, or comparable with Christian traditions.

### **British values**

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



## Subject: Spanish Year 10 Long-term plan

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<b>M6 Punto de partida</b> (Describing mealtimes; daily routine; illnesses, injuries; asking for help at pharmacy)
Aut1-2		<b>M6 U1 Sabores del mundo</b> (Typical foods; the passive; spotting words which indicate an increase / decrease)
Aut1-3		<b>M6 U2 ¡De fiesta!</b> Comparing different festivals (Avoiding the passive; question words; 'they' form of verbs)
Aut1-4		<b>M6 U3 Un día especial</b> (Describing a special day; reflexive verbs in the preterite; inferring meaning in a literary text)
Aut1-5	October	<b>M6 U4 ¡A comer!</b> (Ordering in a restaurant; absolute superlatives; irregular verb patterns in the preterite)
Aut1-6		<b>M6 U5 El festival de música</b> (Talking about a music festival; expressions + infinitive; adding interest narrating a story)
Aut1-7		<b>M6 Revision and Assessment</b>
<b>Half term holiday</b>		
Aut2-1	November	<b>M7 U1 ¿Qué haces para ganar dinero?</b> (How you earn money; soler in the imperfect; verbs in different forms)
Aut2-2		<b>M7 U2 Mis prácticas laborales</b> (Work experience; the preterite and imperfect; alternatives to 'and')
Aut2-3		<b>M7 U3 ¿Por qué aprender idiomas?</b> (Importance of languages; present, present continuous; saber, conocer)
Aut2-4		<b>M7 Revision and Assessment</b>
Aut2-5		<b>M7 U4 Solicitando un trabajo</b> (Applying for a summer job; indirect object pronouns; writing a formal letter)
Aut2-6	December	<b>M7 U5 Un año sabático</b> (Gap years; the conditional; the 24-hour clock; the imperfect subjunctive)
Aut2-7		
<b>Christmas holiday</b>		
Spr1-1	January	<b>M7 U6 El futuro</b> (Discussing future plans; different ways to express future plans; 'if' clauses; forming questions)
Spr1-2		<b>M8 U1 ¡Piensa globalmente!</b> (Global issues; superlative; listening for high numbers; present subjunctive)
Spr1-3		<b>M8 U2 ¡Actúa localmente!</b> (Local actions; the subjunctive in commands; presenting a written argument)
Spr1-4		<b>M8 U3 ¡Vivir a tope!</b> (Healthy lifestyles; different tenses; giving extended reasons)
Spr1-5		<b>M8 U4 ¡El deporte nos une!</b> (International sporting events; pluperfect tense; explaining a point of view; gist reading)
Spr1-6	February	<b>M8 Revision and Assessment</b>
<b>Half term holiday</b>		
Spr2-1	March	<b>M8 U5 ¡Apúntate!</b> (Natural disasters; the imperfect continuous; using grammar knowledge in translation)
Spr2-2		<b>Module mop up/consolidation</b>
Spr2-3		<b>M8 Revision and Assessment</b>
Spr2-4		<b>M8 Practice for Speaking exam</b>
Spr2-5		
Spr2-6		
<b>Easter holiday</b>		
Sum1-1	April	<b>Speaking exam</b> [April/May 5 week window]
Sum1-2		<b>Revision, practice papers and exams</b>
Sum1-3	May	<b>Exams</b>
Sum1-4		
Sum1-5		
Sum1-6		



	June	<b>Half term holiday</b>
Sum2-1		<b>Exams</b>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		



Subject: Spanish Y11 2020/21

Unit: ¡Viva! AQA Módulo 6: De costumbre (GCSE theme : Identity and culture)

Medium-term plan: Autumn 1

Year 11 Autumn Half Term 1	¡Viva! AQA Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities/resources and differentiation
			Grammar		
Week 1	<i>Punto de partida 1/2</i> pp. 116–119	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy	<i>Reflexive verbs</i> <i>Understanding 12-hr clock times</i> <i>Understanding verbs for different meals.</i> <i>Extending what you say using sequencers (primero ... y luego ...), connectives (si and donde) and opinions</i> Using <i>estar</i> for temporary states and feelings Expressions with <i>tener</i> Pronunciation of cognates Using <i>tengo dolor de</i> and <i>doler</i> to say something hurts	<i>el desayuno</i> <i>la comida / el almuerzo</i> <i>Desayuno / Como...</i> <i>Meriendo / Ceno...</i> <i>algo dulce / rápido</i> <i>un huevo, un yogur, un pastel</i> <i>Soy vegetariano/a.</i> <i>Soy goloso/a.</i> <i>me despierto, me levanto</i> <i>me ducho</i> <i>¿Qué le pasa?</i> <i>No me encuentro bien.</i> <i>Estoy enfermo/a / cansado/a.</i> <i>Tengo calor / frío.</i> <i>Tengo un resfriado.</i> <i>Me he cortado...</i> <i>Me he roto...</i> <i>el brazo / el estómago</i> <i>el pie / la boca</i>	<b>Front-of-class</b> p. 117 Grid worksheet p. 117 Grammar presentation
Week 2	<i>Unidad 1</i> pp. 120-121 <i>Sabores del mundo</i>	Talking about typical foods Using the passive Spotting words which indicate an increase / decrease	The passive Spotting words which indicate an increase / decrease	<i>quinientos gramos de...</i> <i>un kilo (y medio) de...</i> <i>un litro de... / un paquete de...</i> <i>una barra de... / una botella de...</i> <i>una caja de... / una docena de...</i> <i>Me gustaría probar...</i> <i>Es un plato caliente / frío.</i> <i>Es un plato típico de...</i> <i>Contiene(n)...</i>	<b>Front-of-class</b> p. 120 Speaking skills worksheet <b>Homework</b> Listening Reading Vocabulary



Week 3	<i>Unidad 2</i> pp.122–123 <i>iDe fiesta!</i>	Comparing different festivals Avoiding the passive Paying attention to question words	Avoiding the passive Paying attention to question words Using the 'they' form of different verbs	<i>la fiesta de... Halloween El Día de Muertos esta tradición antigua... se caracteriza por... se celebra en... se repite... se queman figuras de madera se construyen hogueras</i>	<b>Front-of-class</b> p. 122 Translation into Spanish worksheet p. 122 Grid worksheet p. 123 Video + Video worksheet <b>Homework</b> Listening Vocabulary
Week 4	<i>Unidad 3</i> pp.124–125 <i>Un día especial</i>	Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text	Preterite tense of reflexive verbs Inferring meaning in literary texts	<i>Buscamos huevos de chocolate Cantamos villancicos Cenamos bacalao Comemos dulces navideños / doce uvas / pavo Nos acostamos muy tarde Nos levantamos muy temprano Rezamos Vamos a la mezquita / iglesia Ayer fue... el baile de fin de curso el Día de Navidad</i>	<b>Front-of-class</b> p. 124 Reading literary and cultural texts p. 124 Grammar presentation <b>Homework</b> Listening Vocabulary
Week 5	<i>Unidad 4</i> pp. 120–121 <i>iA comer!</i>	Ordering in a restaurant Using absolute superlatives Spotting irregular verb patterns in the preterite	Absolute superlatives Irregular verbs in the preterite tense ( <i>tener, poner, poder, venir, traer, decir</i> ) Using the preterite and imperfect correctly to talk about the past	<i>¿Qué me recomienda? el menú del día la especialidad de la casa está buenísimo/a / riquísimo/a iQue aproveche! ¿Algo más? Nada más, gracias. ¿Me trae la cuenta, por favor? Me hace falta...</i>	<b>Front-of-class</b> p. 127 Grid worksheet p. 127 Grammar presentation <b>Homework</b> Listening Vocabulary
Week 6	<i>Unidad 5</i> pp. 128–129 <i>El festival de música</i>	Talking about a music festival	Expressions followed by the infinitive ( <i>para, al, sin, antes de, después de...</i> )	<i>¿Cuál es tu cantante favorito / tu banda favorita? (No) me gusta Me fascina(n)...</i>	<b>Front-of-class</b> p. 128 Translation into English worksheet



		Using expressions followed by the infinitive Adding interest when narrating a story	Adding interest when narrating a story	<i>Admiro...</i> <i>No aguanto / soporto...</i> <i>su actitud</i> <i>su comportamiento</i> <i>su determinación</i> <i>su estilo</i> <i>su forma de vestir</i>	p. 129 Grammar presentation <b>Homework</b> Listening Grammar Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none"><li>• Pupil Book pp. 136-137 <i>iPalabras!</i></li><li>• Pupil Book pp. 192-193 <i>iA repasar!</i></li><li>• Assessment Pack End of Module 6 tests - <b>listening, speaking</b></li></ul>				





Subject: Spanish Y11 2020/21

Unit: ¡Viva! AQA Módulo 7: ¡A currar! (GCSE theme : Current and future study and employment)

Medium-term plan: Autumn 2

Year 11 Autumn Half Term 2	¡Viva! AQA Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities/resources and differentiation
			Grammar		
Week 1	<i>Unidad 1</i> pp. 140-141 <i>¿Qué haces para ganar dinero?</i>  (Parts of <i>Punto de Partida 1</i> pp. 138-139 could be used as a starter)	Talking about how you earn money Using <i>soler</i> in the imperfect tense Using verbs in different forms	<i>Soler</i> in the imperfect tense Using verbs in different tenses (including infinitives) and persons of the verbs	<i>¿Tienes un trabajo a tiempo parcial?</i> <i>Reparto periódicos.</i> <i>Trabajo de cajero/a.</i> <i>Lo hago antes / después del insti cuando necesito dinero</i> <i>Gano... euros / libras a la semana.</i> <i>No gano nada</i>	<b>Front-of-class</b> p. 140 Translation into Spanish worksheet <b>Homework</b> Listening Vocabulary
Week 2	<i>Unidad 2</i> pp.142-143 <i>Mis prácticas laborales</i>	Talking about work experience Using the preterite and imperfect together Using alternatives to 'and'	Using the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past Using alternatives to 'and' ( <i>no solo ..., sino también; tanto ... como ....</i> ) Using a variety of tenses (present, perfect, future and conditional)	<i>Hice mis prácticas laborales en...</i> <i>Pasé (quince días) trabajando en...</i> <i>un polideportivo</i> <i>una agencia de viajes / una granja</i> <i>una escuela / una oficina</i> <i>una fábrica de juguetes</i> <i>una tienda benéfica / solidaria</i> <i>la empresa de mi madre</i>	<b>Front-of-class</b> p. 143 Grid worksheet <b>Homework</b> Listening Reading Vocabulary
Week 3	<i>Unidad 3</i> pp.144-145	Talking about the importance of learning languages	Present and present continuous	<i>Aumenta tu confianza</i> <i>Estimula el cerebro</i> <i>Mejora tus perspectivas laborales</i> <i>Te abre la mente</i>	<b>Front-of-class</b> p. 144 Translation into English worksheet <b>Homework</b>



	<i>¿Por qué aprender idiomas?</i>	Using the present and the present continuous Using <i>saber</i> and <i>conocer</i>	Listening out for clue words, being aware of distractors <i>Saber</i> and <i>conocer</i>	<i>Te hace parecer más atractivo</i> <i>Te ayuda a...</i> <i>Te permite...</i> <i>apreciar la vida cultural de otros países</i> <i>conocer a mucha gente distinta</i> <i>conocer nuevos sitios</i> <i>encontrar un trabajo</i>	Listening Vocabulary
Weeks 4 and 5	Revision and Assessment	<b>Mock exams (reading, writing)</b> /review students' performance/implement intervention. Either the End of Course test (although it does include content from Module 8 which students have not yet covered) or AQA Exampro could be used for this.			
Week 6	<i>Unidad 4</i> pp. 146–147 <i>Solicitando un trabajo</i>	Applying for a summer job Using indirect object pronouns Writing a formal letter	The perfect tense Writing a formal letter	<i>Muy señor mío</i> <i>Le escribo para solicitar el puesto de...</i> <i>Le adjunto mi currículum vitae.</i> <i>Le agradezco su amable atención.</i> <i>Atentamente</i> <i>He ayudado (en una escuela).</i> <i>He estudiado (dos idiomas).</i>	<b>Front-of-class</b> p. 146 Grid worksheet p. 146 Grammar presentation <b>Homework</b> Listening Reading Vocabulary
Week 7	<i>Unidad 5</i> pp. 148–149 <i>Un año sabático</i>	Discussing gap years Revising the conditional Using the 24-hour clock	The conditional The imperfect subjunctive Using the 24-hour clock	<i>¿Cómo pasarías un año sabático?</i> <i>Si pudiera tomarme un año sabático...</i> <i>Si tuviera bastante dinero...</i> <i>enseñaría inglés</i> <i>mejoraría su nivel de español</i> <i>ganaría mucho dinero</i> <i>apoyaría a un proyecto medioambiental</i>	<b>Front-of-class</b> p. 148 Grammar presentation <b>Homework</b> Listening Vocabulary