

Y11 Big Picture – Spanish

Year 11

<i>Autumn 01 Weeks (7 weeks)</i>	<i>Autumn 02 Weeks (8 weeks)</i>	<i>Spring 01 Weeks (6 weeks)</i>
Content: Acción local, impacto global - Topic: ¡Bienvenidos! Revision of high frequency words - Topic: ¡Vaya vacaciones! Describing your last summer holidays - Topic: Nuestros planes para este curso Revision of high frequency words - Topic: vivir en el campo en en la ciudad Discussing the pros and cons of living in the city and the countryside - Topic: Oportunidades en el campo: el turismo rural Planning to spend a weekend in the countryside. - Topic: Jóvenes en acción Talking about how you can help the community you live in and the work of young volunteers. - Topic: Por un mundo mejor Talking about environmental problems - Topic: pon tu granito de arena Talking about how your habits have changed to protect the environment - Topic: los problemas globales Talking about global issues for you people: problems and solutions - Topic: por un mundo mejor: writing skill boost lesson - Topic: end of unit writing assessment: writing	Content: Cuenta atrás I - Topic: Te invito a mi colegio Revisiting school vocabulary - Topic: ¿Qué harás si sacas buenas notas? Discussing the broad opportunities students have when they get good results - Topic: Yo lucho por mi trabajo Talking about job opportunities and dreams - Topic: Turismo nacional Discussing the pros and cons of spending a holiday in UK - Topic: ¡Perdimos el tren! Narrating what made you late to catch a train - Topic: Writing skill boost lesson - Topic: Vivir al límite Revising sports, especially, extreme sports and other peculiar hobbies - Topic: Aplicaciones para todos los gustos Discussing the wide variety of apps and their functions - Topic: Present tense boost lesson: stem changing verbs - Topic: ¿Cómo podría mejorar la relación con mis hermanos? Discussing family relationships - Topic: Listening and reading boost lesson - Topic: Writing boost lesson	Content: Cuenta atrás - Topic: ¿Podría reservar una mesa, por favor? Booking a table in a restaurant and ordering food - Topic: Buscando piso Talking about your neighbourhood and finding a place to rent or buy - Topic: La revolución del recreo de mi insti Discussing ways in which young people can work together to improve the community. - Topic: los idiomas te abren puertas Talking about the benefits of speaking another language beyond the classroom. - Topic: La tierra de Nunca Jamás Creating negative sentences - Topic: ¡Mantén tu ciudad limpia durante el carnaval! Discussing the pros and cons of local celebrations - Topic: Writing exam skills boost lesson Writing skills: essay planning - Topic: Reading and Listening exam skill boost lesson - Topic: Writing feedback lesson Whole class feedback from previous writing tasks - Topic: Floating speaking lesson 1 Read aloud and general questions - Topic: Floating speaking lesson 2 Role plays and general questions - Topic: Floating speaking lesson 3

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- Topic: end of unit assessment: reading and listening - Topic: end of unit assessment: speaking and feedback lesson	GCSE Thematic contexts: places in town, accommodation, environmental issues Applying techniques to the responses of the general conversation booklet - Topic: reading mock exam - Topic: listening mock exam - Topic: writing mock exam - Topic: Floating Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exams - Topic: Floating Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam and completing general conversation booklet - Topic: ¿Qué ves en la foto? Learning about Christmas traditions in Spain and Latin America through creating questions -	Picture description and general questions - Topic: Floating speaking lesson 4 Full in class mock exam without general questions (pair assessed) - Topic: Floating speaking lesson 5 Full in class mock exam with general questions (pair assessed) - Topic: Floating speaking lesson 6 Full in class mock exam with general questions (pair assessed)
Skills: - Understand and respond to a written stimulus - Apply the SSC principles in a dictation - Make accurate use of a variety of vocabulary and grammatical structures - Identify and respond to key points, details and opinions - Include complex forms to describe and narrate - Understand and respond to a stimulus - Apply the SSC principles in a dictation - Infer meanings of unexpected vocabulary	Skills: - Using connectives to vary the length of your sentences - Use more complex forms appropriate to their ability - Identify and respond to key points, details and opinion - Identifying relevant information in the text, avoid distractors - Recall and use language in different situations	Skills: - Recall and use language in different situations - Acquire oral reading fluency - Practise predicting content and reading for gist - Vocabulary learning strategies - Use more complex forms appropriate to their ability - Acquire oral reading fluency - Identify and respond to key points - Include complex forms to describe and narrate

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- Convey key messages and apply grammar knowledge and vocabulary in written responses - Identify and respond to key points - Apply the SSC principles orally - Acquire oral reading fluency - Convey key messages and apply grammar knowledge in translations to Spanish - Apply the SSC principles in a dictation - Maintaining accuracy in complex language - Develop conversation and discussion - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Convey key messages and apply grammar knowledge in translations to Spanish Assessment Objectives - Read aloud task - Dictation - Fill in gaps - Describing a picture stimulus - Translations from English to Spanish - Independent writing practice: FT Q.3 (2 bullet points of 80-90 words) and HT Q2 (1 bullet point 130-150 words question)	- Convey key messages accurately - Tips to learn vocabulary– word family - Use a variety of vocabulary and grammatical structures accurately - Apply the SSC principles in a dictation - Identify and respond to key points, details and opinions - Practise predicting content and listening for gist - Apply the SSC principles in a dictation - Narrate with reference to past, present and future events - Convey key messages and apply grammar knowledge in translations to Spanish - Apply the SSC principles - Being able to create a wide range of questions - Produce sequences of speech in dialogues Assessment Objectives - Using connectives when describing a stimulus card - Independent writing practice: FT Q.3 and HT Q1 80-90 words - Inferring positive and negative ideas, opinions and justifications - Writing skills: special attention to comparatives	- Narrate with reference to past, present and future events - Identify and respond to key points, details and opinions - Practise predicting content and listening for gist, including dealing with false friends - Convey key messages and apply grammar knowledge accurate - Use clear and comprehensible pronunciation when speaking Spanish, demonstrating an understanding of sound symbol correspondences - Recall and use language in different situations and be able to move between Spanish and English - Use language to describe a visual stimulus, including specific required details - Assessment Objectives - Role plays booking a table and ordering in a restaurant and giving directions in town - Read aloud task - Multiple response questions, identifying positive and negative opinions - Understanding how to only select which is needed in open response questions - Translation from Spanish to English and vice versa- ensuring all the key elements of a sentence are included in the translations - Maximising the use of subordinate clauses to add complexity to your sentences and gain thinking
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- Using descriptive language when describing a picture stimulus - Fill in gaps and whole sentences in dictation - Infer meanings of two single words per tier (1 mark per word) that are not listed in the specification - Improving writing responses in the general conversation booklet - How to tackle challenging reading texts in multiple choice questions - Read aloud task - Dictation- transcribe spoken Spanish into written Spanish - Using linking words effectively - Classroom survey on the topic of natural world and environment (general conversation topic) - Multiple choice questions - Dictation task and short answer open response - Writing skills: improving previous writing tasks (themes: accommodation, natural world and environment) HT: maintaining accuracy in complex language - FT writing paper: photo description, Q3 80-90 words and translation - HT writing paper: Q2 130-150 words and translation - End of unit assessments: selection of reading and listening GCSE type exercises - End of unit assessment speaking (pair assessed): read aloud task and role play	- Practice predicting content and reading for gist - Role play at the train station - FT/HT: Recognise and use opportunities to write about the past and future - HT: Using set phrases that features the subjunctive - Writing independent task: FT Q3 (80-90 words) and HT Q2 (130-150 words) - Read aloud task - Translating from English to Spanish - Multiple choice type of questions - Gaining accuracy in verbal conjugation - Dictation to practise spelling of diphthongs - Multiple choice questions - Open response questions - How to tackle multiple response and short answer exam questions - Dictation- transcribe spoken Spanish into written Spanish - FT: picture description - FT Q3 / HT Q1 (as part of questions in the general conversation booklet) - Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses - Show casing best examples of responses in FT/HT exams	time in speaking (e.g <i>pienso que, creo que, supongo que, diría que, se podría afirmar que</i>) when thinking what to say next - Common misconceptions when translating negative sentences - Multiple response question (L) - Writing independent task: FT Q3 (2 bullet points of 80-90 words) and HT Q2 (1 bullet point of 130-150 words) - Writing independent task: Planning FT Picture description, Q2 and Q3 and HT Q1 and Q2 - GCSE exam style questions to practise: 1. Recognising cognates and near-cognates 2. Identify “false friends” and how they can lead you to errors - showcasing best examples of FT/ HT responses - Improving writing responses - Practise reading aloud tasks and follow up questions - Practise role plays in specific settings: doctor's surgery, hospital, leisure centre, café/restaurant, at the shop - Practise describing a picture stimulus and answer two compulsory questions related to the picture - Prepare general questions for the topics of student's chosen thematic context - In class mock speaking exams: - Student conducted and student pair assessed - Practise reading aloud tasks and follow up questions
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- Writing skills: improving writing responses in the general conversation booklet

- Create questions to help describe a picture stimulus
- Completing sections of the general conversation booklet

- Practise role plays in specific settings: doctor's surgery, hospital, leisure centre, café/restaurant, at the shop
- Practise describing a picture stimulus and answer two compulsory questions related to the picture
- Choose the general conversation questions according to the thematic context chosen for the picture description

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<i>Spring 02</i> <i>Weeks (6 weeks)</i>	<i>Summer 01</i> <i>Weeks (5 weeks)</i>	<i>Summer 02</i> <i>Weeks (6 weeks)</i>
Content: Cuenta atrás III - Topic: Un finde en Barcelona Giving an account of a city break in the past - Topic: Listening and reading exam skills boost: grammatical clues - Topic: Writing exam skills boost Learning how to recycle vocabulary for different thematic contexts - Topic: Dictation boost lesson Transcribe spoken Spanish into written Spanish - Topic: Un día familiar especial Describing future plans with your family - Topic: Writing skills feedback lesson Class feedback on previous writing task - Topic: Así soy yo: exam preparation / mock exams Quick thematic questionnaire - Topic: Los medios y la tecnología: exam preparation / mock exams Retrieval quiz 1 (from previous lesson) - Topic: Mi ciudad: exam preparation / mock exams Retrieval quiz 2 (from previous lesson) - Topic: Actúa: exam preparation (optional) / mock exam	Content: Cuenta atrás IV - Topic: Walking talking reading GCSE exam Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions - Topic: Walking talking listening GCSE exam Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions - Topic: Walking talking writing exam I Retrieval quiz 7 Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions - Topic: Exam skills boost lessons Tailored boost lessons according to school's specific needs. - Topic: Exam skills boost lessons Tailored boost lessons according to school's specific needs. - Topic: Exam skills boost lessons Tailored boost lessons according to school's specific needs.	Content:n/a

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Retrieval quiz 3 (from previous lesson) - Topic: Estilos de vida: exam preparation (optional) / mock exam Retrieval quiz 4 (from previous lesson) - Topic: Estudios y oportunidades: exam preparation (optional) / mock exam Retrieval quiz 5 (from previous lesson) - Topic: Travel and tourism: exam preparation Retrieval quiz 6 (from previous lesson) - Topic: Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exam - Topic: Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam		
Skills: - Apply the SSC principles in a dictation - Narrate with reference to past events - Recognise the relationship between past, present and future events - Applying the principles by which spelling represents sounds in standard or widely used forms of Spanish - Identify and respond to key points, details and opinions - Convey key messages and apply grammar knowledge in translations to Spanish - Narrate with reference to the future	Skills: - Identify and respond to key points, details and opinions - Transfer meaning accurately into Spanish in translations - Using a variety of vocabulary and grammatical structures effectively when narrating events - Understand and respond to a picture stimulus Assessment Objectives - Underline key words in instructions; explain how to identify what the question is asking; provide advice on exam	Skills n/a Assessment Objectives n/a

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- Use a variety of vocabulary and grammatical structures
- Identify and respond to key points, details and opinions
- Apply the SSC principles in a dictation
- Use a variety of vocabulary and grammatical structures
- Identify and respond to key points, details and opinions
- Transfer meaning accurately into English / Spanish in translations

Assessment Objectives

- FT picture description; FT/HT improving a candidate response to a writing task
- Dictation
- Grammatical clues: verbal tenses and time phrases in listening and reading tasks
- Learning how to recognise the different tenses in comprehension questions
- Learning how to recycle your vocabulary in different situations
- Dealing with unexpected questions
- FT picture description
- FT/HT: narrating events in the future and dictation from English to Spanish
- Fill in gaps exercise
- Independent writing practice: FT Q.3 and HT Q1 80-90 words (pair assessed)

technique; highlight common misconceptions and errors that may cause students to lose marks in specific questions, e.g. being too vague in the answers, missing a word in translation

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| <ul style="list-style-type: none"> - Thematic context: family, friends, school, future opportunities - A wide range of GCSE exam style questions for: writing, listening and reading - Each lesson will start with a quick thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz - A wide range of GCSE exam style questions for: writing, listening and reading - Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses - Show casing best examples of responses in FT/HT exams | | |
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