

KS4 Big Picture – Spanish

Year 10

<i>Autumn 01 Weeks (7 weeks)</i>	<i>Autumn 02 Weeks (8 weeks)</i>	<i>Spring 01 Weeks (6 weeks)</i>
<p>Content: Mis pasatiempos</p> <ul style="list-style-type: none"> - Topic: ¿Qué haces en tu tiempo libre? <p>Describing what you do in your free time</p> <ul style="list-style-type: none"> - Topic: ¿Qué deporte practicas? <p>Expressing what sports you do</p> <ul style="list-style-type: none"> - Topic: ¿Qué estás haciendo? <p>Describing what you are doing now</p> <ul style="list-style-type: none"> - Topic: No tengo ganas de salir <p>Expressing what free time activities you do not do.</p> <ul style="list-style-type: none"> - Topic: ¿Quieres salir esta tarde? <p>Arranging to go out</p> <ul style="list-style-type: none"> - Topic: ¿Qué vas a hacer con tu tableta nueva? <p>Expressing what you are going to use your new tablet for.</p> <ul style="list-style-type: none"> - Topic: Un fin de semana desastroso. <p>Talking about something that went wrong</p> <ul style="list-style-type: none"> - Topic: ¡En vivo y en directo! <p>Talking about your music preferences and discussing going to concerts.</p> <ul style="list-style-type: none"> - Topic: La caja tonta está pasada de moda <p>Talking about TV shows, series and movies. Discuss the preference for watching TV, laptop or mobile</p> <ul style="list-style-type: none"> - Topic: Las redes sociales: ¿buenas o malas? <p>Discussing the pros and cons of social media.</p> <ul style="list-style-type: none"> - Topic: Mi vida la decido yo <p>Discussing what young people in different countries like doing</p> <ul style="list-style-type: none"> - Topic: Mi modelo a seguir <p>Talking about your role model.</p> <ul style="list-style-type: none"> - Topic: Speaking exam: what is it like? 	<p>Content: Mi gente</p> <ul style="list-style-type: none"> - Topic: Así soy yo <p>Describing yourself</p> <ul style="list-style-type: none"> - Topic: la familia moderna <p>Describing contemporary families</p> <ul style="list-style-type: none"> - Topic: Mis amigos, la familia que uno elige <p>Discussing how important Friends are for you</p> <ul style="list-style-type: none"> - Topic: S.O.S amigos <p>Talking about problems with relationships.</p> <ul style="list-style-type: none"> - Topic: la brecha generacional <p>Discussing the generation gap</p> <ul style="list-style-type: none"> - Topic: Mis ancestros <p>Talking about your family lineage or relatives</p> <ul style="list-style-type: none"> - Topic: el día de los muertos <p>Describing what you do on the day of the death in Mexico</p> <ul style="list-style-type: none"> - Topic: Mis últimos cumpleaños <p>Describing what you did in your birthday</p> <ul style="list-style-type: none"> - Topic: Buscando en el baúl de los recuerdos. <p>Memory lane through pictures</p> <ul style="list-style-type: none"> - Topic: Mi horóscopo: leyendo las cartas de tarot. <p>Talking about personal future plans</p> <ul style="list-style-type: none"> - Topic: Corazones conectados a la red - Topic: Mejoramos nuestra escritura <p>Feedback on writing task</p> <ul style="list-style-type: none"> - Topic: Nuestro popurrí de gramática 	<p>Content: Me cuido</p> <ul style="list-style-type: none"> - Topic: La lista de la compra <p>Learning about food items and buying in a market</p> <ul style="list-style-type: none"> - Topic: La revolución de la cocina <p>Learning about types of meals in the modern world</p> <ul style="list-style-type: none"> - Topic: ¿Somos lo que comemos? <p>Talking about healthy and unhealthy eating habits</p> <ul style="list-style-type: none"> - Topic: el cuerpo humano <p>Describing the parts of the body. Saying what hurts.</p> <ul style="list-style-type: none"> - Topic: ¿Qué debo hacer, doctor? <p>Revisit parts of the body and types of illnesses</p> <ul style="list-style-type: none"> - Topic: Rutina de campeones <p>Learning what kind of routine young sporty people have.</p> <ul style="list-style-type: none"> - Topic: Dedícate a vivir <p>Talking about addictions among young people</p> <ul style="list-style-type: none"> - La cara oscura de la juventud <p>Talking about the problems for young people</p> <ul style="list-style-type: none"> - Los jóvenes son el cambio <p>How young people can make positive impact in order</p> <ul style="list-style-type: none"> - En busca de mi mejor versión <p>Learning about mental health and wellbeing among young people.</p> <ul style="list-style-type: none"> - Topic: Hasta en vacaciones nos cuidamos <p>Creating healthy habits during holidays.</p> <ul style="list-style-type: none"> - Topic: end of unit exam writing - Topic: end of unit exams: reading and listening - Topic: Speaking exam skills booster: read aloud task and role play. - Topic: feedback lesson

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<p>Introduction to the speaking exam</p> <ul style="list-style-type: none"> - Topic: Reading and listening skills focus lesson <p>Revision lesson to consolidate vocabulary and grammar</p> <ul style="list-style-type: none"> - Topic: End of unit assessments: reading and listening <p>Selection of reading and listening GCSE type exercises</p> <ul style="list-style-type: none"> - Topic: Translation skills lesson FT/HT <p>Expand vocabulary and grammar learnt in other thematic contexts</p> <ul style="list-style-type: none"> - Topic: Feedback lesson (writing, reading and listening) 	<p>Lesson to consolidate the vocabulary and grammar of Autumn 1 and 2</p> <ul style="list-style-type: none"> - Topic: Mid Year writing assessment - Topic: Mid year reading and listening assessment. - Topic: Mid year assessment feedback. <p>Listening, reading and writing</p> <ul style="list-style-type: none"> - Topic: Una nochevieja para elegir <p>Learning about ways to celebrate New Year.</p>	
<p>Skills:</p> <ul style="list-style-type: none"> - Narrating in the present tense - Expressing and understanding opinions - Convey key messages and apply grammar knowledge in translations to Spanish - Recall and use language in different situations - Convey key messages and apply grammar knowledge in translations to Spanish - Being able to ask questions accurately in Spanish - Apply the SSC principles in listening - Narrate with reference to past events - Write short texts in response to simple and familiar stimuli - Express ideas and opinions appropriately for different purposes and situations - Identify and respond to key points, details - Include complex forms to describe and narrate - Demonstrate an understanding of SSC 	<p>Skills:</p> <ul style="list-style-type: none"> - Identify and respond to key points, details and opinions - Apply the SSC principles orally - Understand and respond to a written stimulus - Use a variety of vocabulary and grammatical structures - Include complex forms to describe and narrate in the past - Practise predicting content, reading and listening for gist - Identifying relevant information in texts, avoid distractors - Using fillers at the beginning of your utterance when speaking (<i>bueno, pues, para mí..</i>) 	<p>Skills:</p> <ul style="list-style-type: none"> - Recall and use language in different situations - Produce sequences of speech - Identify and respond to key points, details and opinions - Include complex forms to describe and narrate - Transfer meaning accurately into Spanish in translations - Use structures with reference to past, present and future events - Use a variety of vocabulary and grammatical structures - Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish in the read aloud passage - Give opinions and justify your thoughts - Use more complex forms appropriate to their ability

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<ul style="list-style-type: none"> - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Convey key messages and apply grammar knowledge in translations to Spanish - Apply the SSC principles in a dictation <p>Assessment Objectives</p> <ul style="list-style-type: none"> - Describing a picture stimulus; - Multiple choice answers - Translations from English to Spanish - Develop and understand questions and discussions; role play transactions - Translations from English to Spanish and Spanish to English - Short responses to recognise the difference between present and future events - Identifying positive and negative experiences - Independent writing practice to be pair marked: FT Q2 (40-50 words), HT Q1(2 bullet points of 80-90 words) - How to justify your opinions convincingly (justifying and giving examples) - Multiple response questions and short open responses - Understanding each section of the speaking exam: - Reading aloud 	<ul style="list-style-type: none"> - Convey key messages and apply grammar knowledge in translations to Spanish - Recognise and understand synonyms - Include complex forms to describe and narrate - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Convey key messages and apply grammar knowledge in translations to Spanish - Practise predicting content and reading for gist - Identify and respond to key points, details and opinions <p>Assessment Objectives</p> <ul style="list-style-type: none"> - FT picture description - Describe a picture stimulus - Multiple choice type of questions - Read aloud a short text and undertake a short unprepared interaction related to the text - Work on how to make your descriptions more interesting and grammatically accurate - Independent writing practice to be pair marked: FT Q3 (2 bullet points of 80-90 words) 	<ul style="list-style-type: none"> - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Convey key messages and apply grammar knowledge in translations to Spanish <p>Assessment Objectives</p> <ul style="list-style-type: none"> - Role play shopping for food - How to be familiar with the words in the vocab list. Tips to learn vocabulary - Expanding your sentences by using “as a result, so, for this reason” - Translations from English to Spanish - Short answer open responses - Multiple choice questions - Role play at the doctor's surgery / hospita. - Independent writing practice. FT Q3, HT Q1 (80-90 words) - Tips to read aloud a short passage - Multiple choice questions
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<ul style="list-style-type: none"> - Transactional role play - Photo description - General conversation - Reading and listening skills: multiple choice and gap fill exercises to consolidate vocabulary and grammar of the unit - End of unit assessment: writing - FT writing paper: Q.1 photo description, Q.2 40-50 words, Q.4 translation - HT writing paper: Q.1 80-90 words, Q.4. translation - End of unit assessments: reading and listening - Reading skills: translating from Spanish to English - Writing skills: translating from English to Spanish - Completing section 1 of the general conversation booklet 	<p>questions). HT Q2 (1 bullet point of 130-150 questions)</p> <ul style="list-style-type: none"> - How to infer the meaning of less common or infrequent seen and nouns - Short phrase responses; fill in gaps - Translations from Spanish to English - Recall and use language to describe a picture stimulus - Translation from English to Spanish. Special attention to the translation of possessive apostrophe ('s) into the preposition "de" - Identifying similar content and themes - Dictation - Improving previous writing task - Independent writing practice: FT Q3 (80-90 words) and HT Q2 (130-150 words) - Use a variety of vocabulary and grammatical structures accurately - Mid Year assessments: reading, listening and writing. - Read aloud - Photo description - General conversation questions from Autumn 1 and 2 - Speaking skill: expressing preferences 	<ul style="list-style-type: none"> - Expressing agreement and disagreement in your speech - Short comprehension questions - Improving writing task from week 2 - Independent writing practice, full response 80-90 words questions (FT Q3 / HT Q1) - Dictation - Gap fill exercises - Writing a clear and relevant response to a bullet point. - FT writing paper: photo description, Q3 80-90 words and translation - HT writing paper: Q2 80-90 words and translation - Read aloud task and follow up questions: learning how to make notes on the read aloud stimulus to assist pronunciation - End of unit exams: selection of reading and listening GCSE type exercises - Role Play: planning accurate responses for the role play - Writing skills: improving writing responses in the general conversation booklet
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Spring 02 Weeks (6 weeks)	Summer 01 Weeks (5 weeks)	Summer 02 Weeks (6 weeks)
<p>Content: Construyendo mi futuro</p> <ul style="list-style-type: none"> - Topic: Bienvenidos a “Pies Descalzos” <p>Describing what a school is like, subjects and facilities</p> <ul style="list-style-type: none"> - Topic: Con voz y voto: el consejo escolar <p>Talking about school council and its impact on school decisions: uniform and school rules</p> <ul style="list-style-type: none"> - Topic: Los problemas del cole <p>Talking about the school problems students have had recently</p> <ul style="list-style-type: none"> - Topic: Reunión con el director <p>Giving solutions to the school problems</p> <ul style="list-style-type: none"> - Topic: el viaje de fin de curso <p>Describing a school visit to “Pies descalzos” schools</p> <ul style="list-style-type: none"> - Topic: El colegio del futuro <p>Describing what future schools will be like</p> <ul style="list-style-type: none"> - Topic: un abanico de posibilidades: mis planes para el futuro <p>Discussing options for post-16 studies</p> <ul style="list-style-type: none"> - Topic: se necesita camarero: trabajo a tiempo parcial <p>Describing Jobs and places at work. Explaining how you can earn some money,</p> <ul style="list-style-type: none"> - Topic : Los empleos del siglo XXI <p>Discussing new Jobs opportunities and the world of entrepreneurs.</p> <ul style="list-style-type: none"> - Topic: Nuestro popurrí de gramática <p>Consolidate the vocabulary and grammar of unit 4.</p> <ul style="list-style-type: none"> - Topic: Mejoramos nuestra escritura <p>Feedback lesson on previous writing</p> <ul style="list-style-type: none"> - Topic: End of unit assessment: writing - Topic: end of unit assessment: reading and listening 	<p>Content: Listos para viajar</p> <ul style="list-style-type: none"> - Topic: ¿Dónde prefieres ir de vacaciones? <p>Learning about different types of holidays</p> <ul style="list-style-type: none"> - Topic: ¿Dónde te alojaste? <p>Describing types of holidays accommodations</p> <ul style="list-style-type: none"> - Topic: Un viaje a las Fallas de Valencia <p>Giving an account of a trip to Fallas in the past</p> <ul style="list-style-type: none"> - Topic: Unas vacaciones desastrosas <p>Describing problems in your holidays</p> <ul style="list-style-type: none"> - Topic: ¿Qué hiciste en tus vacaciones? <p>Describing your last holidays</p> <ul style="list-style-type: none"> - Topic: End of unit assessment: reading and listening - Topic: revision lesson: un día típico <p>What a typical day for a student in Costa Rica and a student in England are like</p> <ul style="list-style-type: none"> - Topic: Revision lesson: en mi instituto todo es estudiar. <p>Describing school events</p> <ul style="list-style-type: none"> - Topic: revisión lesson: tus compras con un solo click <p>Learning about the pros and cons of shopping online</p> <ul style="list-style-type: none"> - Topic: El mundo de las preposiciones (optional) / Mocks <p>Learning about prepositions</p> <ul style="list-style-type: none"> - Topic: Las redes sociales: por diversión, para conectar (optional) / Mocks <p>Discussing the use of technology in the past and now</p>	<p>Content: Hablamos</p> <ul style="list-style-type: none"> - Topic: Floating Mock Exam feedback: listening and reading mock exams <p>Whole class feedback on listening and reading mock exams</p> <ul style="list-style-type: none"> - Topic: Floating Mock Exam feedback: writing mock exam <p>Whole class feedback on writing mock exam</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 1 <p>Read aloud tasks and questions</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 2 <p>Role plays in specific settings</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 3 <p>Picture description</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 4 <p>Mock exam (read aloud, role play, picture, general conversation</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 5 <p>In class mock exam assessed by peers</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 6 <p>In class mock exam assessed by peers</p> <ul style="list-style-type: none"> - Topic: Dos billetes para Sevilla, por favor <p>Purchasing train and event tickets when abroad</p> <ul style="list-style-type: none"> - Topic: Nos vamos de compras <p>Shopping for clothes and accessories</p> <ul style="list-style-type: none"> - Topic: Mi media Naranja <p>Describing what your best half would be like.</p> <ul style="list-style-type: none"> - Topic: Scouts: ¡Siempre listos! <p>Describing club / group events</p> <ul style="list-style-type: none"> - Topic: ¿Cómo ser el hijo perfecto? <p>Describing how you help at home</p>

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<ul style="list-style-type: none"> - Topic: end of unit assessment: speaking - Topic: Feedback lesson 	<ul style="list-style-type: none"> - Topic: Revision lesson: El apartamento de Airbnb: como en casa (optional) / Mocks <p>Revise the topic of accommodation and tourist attractions</p> <ul style="list-style-type: none"> - Topic: Detrás de la cámara <p>Learning about the life and work of famous Spanish speaking people</p> <ul style="list-style-type: none"> - Topic: Revision lesson: Los premios Goya <p>Learning about types of films and TV programs</p> <ul style="list-style-type: none"> - Topic: Revision lesson: Encuentra la diferencia: ¿soy guapo o estoy guapo? <p><i>Consolidate the use and differences of common verbs in Spanish: estar, ser, tener, haber</i></p>	<ul style="list-style-type: none"> - Topic: Mis planes de futuro <p>Describing what your personal and professional plans are</p> <ul style="list-style-type: none"> - Topic: Profe, te doy las gracias <p>Describing what qualities a teacher should have</p>
<p>Skills:</p> <ul style="list-style-type: none"> - Recognise the relationship between past, present and future events - Demonstrate an understanding of SSC - Express ideas and opinions appropriately for different purposes and situations - Produce sequences of speech - Narrate with reference to past, present and future events - Apply the SSC principles in a dictation - Acquire oral reading fluency - Practise predicting content, reading and listening for gist - Express ideas and opinions appropriately for different purposes and situations - Convey key messages and apply grammar knowledge in translations to Spanish 	<p>Skills:</p> <ul style="list-style-type: none"> - Recall and use language in different situations - Produce sequences of speech - Use a variety of vocabulary and grammatical structures - Include complex forms to describe and narrate - Convey key messages and apply grammar knowledge in translations to Spanish - Using a variety of vocabulary and grammatical structures effectively when narrating events - Understand and respond to a picture stimulus - Identify and respond to key points, details and opinions 	<p>Skills</p> <ul style="list-style-type: none"> - Apply the SSC principles orally - Acquire oral reading fluency - Recall and use language in different situations and be able to move between Spanish and English - Convey and elicit information by asking and answering questions - Use language to describe a visual stimulus, including specific required details - Recall and use language in different situations and be able to move between Spanish and English - Convey and elicit information by asking and answering questions - Apply the SSC principles in a dictation

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<ul style="list-style-type: none"> - Recognise the relationship between past, present and future events - Transfer meaning accurately into English in translations - Use a variety of vocabulary and grammatical structures - 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 <p>Assessment Objectives</p> <ul style="list-style-type: none"> - FT: Describing a picture - FT/HT: describing a picture - Independent writing practice. FT Q3: 2 bullet points. HT Q2: expressing pros and cons about school rules - Translation from Spanish to English and from English to Spanish - Dictation: transcribe spoken Spanish into written Spanish - How to answer follow up questions effectively - Writing skills: understanding which bullet points refers to present, past and future for writing exam FT Q2 and 3 and HT Q1 - Feedback on writing task from week 1. Improved responses made in general conversation booklet - Recognise similar ideas expressed differently 	<ul style="list-style-type: none"> - Convey key messages and apply grammar knowledge in translations to Spanish - Express ideas and opinions appropriately for different purposes and situations - Write short texts in response to simple and familiar stimuli - Produce sequences of speech in dialogues - Identify and respond to key points, details and opinions - Use a variety of vocabulary and grammatical structures - Express ideas and opinions appropriately for different purposes and situations - Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish - Apply grammar knowledge in translations to Spanish - Express ideas and opinions appropriately <p>Assessment Objectives</p> <ul style="list-style-type: none"> - Role play at the tourist information office - Role play for booking a hotel room at the hotel and a place at the camp site - Dictation - Using sequence adverbs to narrate a story - Translation from English to Spanish - FT Writing skills: : using PAL when describing a picture 	<ul style="list-style-type: none"> - Produce sequences of speech - Use structures with reference to past, present and future events - Understand and respond to a written stimulus - Infer meanings of unexpected vocabulary - Transfer meaning accurately into English in translations - Express ideas and opinions appropriately for different purposes and situations - Include complex forms to describe and narrate <p>Assessment Objectives</p> <ul style="list-style-type: none"> - Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses - Floating Speaking lessons in preparation for Year 10 Summer speaking mock exams. - Lessons are floating depending on when the oral exam will take place. All floating lessons need to be taught in order - Practise reading aloud tasks and questions - Role plays in specific settings: restaurant and café, shopping for a new mobile/tablet, shopping for clothes - Describing a picture stimulus and answering follow-up questions - Full speaking mock exam: pair-assessed - Full speaking mock exam: pair-assessed
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<ul style="list-style-type: none"> - Applying the stress pattern rules for <i>palabras agudas</i> in dictations - Structuring and planning your answer to the pros and cons bullet point of the writing exam - Reading aloud to applying the rule of SSC - Independent writing practice: HT Q2 (2nd bullet point: pros and cons) - Identify and respond to key points, details and opinions in short answer open response questions - How to use clues, cognates, context and common sense in complex texts - Translations skills - Fill in gaps exercises - Translations from Spanish to English - Listening skills: multiple response questions - Understanding AO3 Linguistic knowledge and accuracy in FT Q3: 80-90 words and HT Q2: 130-150 words - End of unit assessment: writing - FT writing paper: photo description, Q3 80-90 words and translation - HT writing paper: Q2 130-150 words and translation0 words and translation - End of unit exams: selection of reading and listening GCSE type exercises - End of unit exam: speaking (pair assessed): read aloud task, stimulus card, follow up conversation of this thematic context 	<ul style="list-style-type: none"> - Describe a picture stimulus and answer two compulsory questions related to the picture - Independent writing practice: FT Q.3 and HT Q1 80-90 words - End of unit assessment: selection of reading and listening GCSE type exercises - Revision lessons in preparation for Year 10 summer mock exams - Lessons can be floating according to your school's exam timetable - Reading and listening skills: <ul style="list-style-type: none"> - a) How to produce answers that are sufficiently detailed - b) How to make use of pronouns to clarify the meaning - Writing skill: apply grammatical knowledge of language in context to translate from English to Spanish - FT Writing skills Describing a picture using PAL - HT Writing skills: how to use linking words effectively to express pros and cons - Reading and listening skills: spotting true and false statements and - fill in gaps exercises - Speaking skills: transactional role play in a specific setting- shopping at the phone 	<ul style="list-style-type: none"> - Speaking skills: role play practice at the train station and at the ticket office (theatre, cinema, concert hall) - Fill in gaps dictation - Role play transaction at the train station and at the ticket office (theatre, cinema, concert hall) - Describe a picture stimulus - Writing skills: independent writing practice: FT Q2 (40-50 words) and HT Q1 (2 bullet points of 80-90 words) - Infer meanings of two single words per tier that are not part of the specification - Translation exercises from English to Spanish.
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<ul style="list-style-type: none"> - Writing skills: improving writing responses in the general conversation booklet 	<ul style="list-style-type: none"> - store and holiday conversation with an online travel agent - Writing skills: expressing your preferences and someone else's using <i>interesar</i>-type verbs (e.g. <i>le interesa, nos gusta</i>) - Use structures with reference to past, present and future events - Listening skills: undertake a short dictation - Writing skills: Independent writing practice (pair assessed): FT Q2 (40-50 words), HT Q1 (80-90 words) - Writing skills: translation exercises to address misconceptions 	
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Year 11

<i>Autumn 01 Weeks (7 weeks)</i>	<i>Autumn 02 Weeks (8 weeks)</i>	<i>Spring 01 Weeks (6 weeks)</i>
<p>Content: Acción local, impacto global</p> <ul style="list-style-type: none"> - Topic: ¡Bienvenidos! <p>Revision of high frequency words</p> <ul style="list-style-type: none"> - Topic: ¡Vaya vacaciones! <p>Describing your last summer holidays</p> <ul style="list-style-type: none"> - Topic: Nuestros planes para este curso <p>Revision of high frequency words</p> <ul style="list-style-type: none"> - Topic: vivir en el campo en la ciudad <p>Discussing the pros and cons of living in the city and the countryside</p> <ul style="list-style-type: none"> - Topic: Oportunidades en el campo: el turismo rural <p>Planning to spend a weekend in the countryside.</p> <ul style="list-style-type: none"> - Topic: Jóvenes en acción <p>Talking about how you can help the community you live in and the work of young volunteers.</p> <ul style="list-style-type: none"> - Topic: Por un mundo mejor <p>Talking about environmental problems</p> <ul style="list-style-type: none"> - Topic: pon tu granito de arena <p>Talking about how your habits have changed to protect the environment</p> <ul style="list-style-type: none"> - Topic: los problemas globales <p>Talking about global issues for you people: problems and solutions</p> <ul style="list-style-type: none"> - Topic: por un mundo mejor: writing skill boost lesson - Topic: end of unit writing assessment: writing - Topic: end of unit assessment: reading and listening - Topic: end of unit assessment: speaking and feedback lesson 	<p>Content: Cuenta atrás I</p> <ul style="list-style-type: none"> - Topic: Te invito a mi colegio <p>Revisiting school vocabulary</p> <ul style="list-style-type: none"> - Topic: ¿Qué harás si sacas buenas notas? <p>Discussing the broad opportunities students have when they get good results</p> <ul style="list-style-type: none"> - Topic: Yo lucho por mi trabajo <p>Talking about job opportunities and dreams</p> <ul style="list-style-type: none"> - Topic: Turismo nacional <p>Discussing the pros and cons of spending a holiday in UK</p> <ul style="list-style-type: none"> - Topic: ¡Perdimos el tren! <p>Narrating what made you late to catch a train</p> <ul style="list-style-type: none"> - Topic: Writing skill boost lesson - Topic: Vivir al límite <p>Revising sports, especially, extreme sports and other peculiar hobbies</p> <ul style="list-style-type: none"> - Topic: Aplicaciones para todos los gustos <p>Discussing the wide variety of apps and their functions</p> <ul style="list-style-type: none"> - Topic: Present tense boost lesson: stem changing verbs - Topic: ¿Cómo podría mejorar la relación con mis hermanos? <p>Discussing family relationships</p> <ul style="list-style-type: none"> - Topic: Listening and reading boost lesson - Topic: Writing boost lesson <p>GCSE Thematic contexts: places in town, accommodation, environmental issues</p> <p>Applying techniques to the responses of the general conversation booklet</p>	<p>Content: Cuenta atrás</p> <ul style="list-style-type: none"> - Topic: ¿Podría reservar una mesa, por favor? <p>Booking a table in a restaurant and ordering food</p> <ul style="list-style-type: none"> - Topic: Buscando piso <p>Talking about your neighbourhood and finding a place to rent or buy</p> <ul style="list-style-type: none"> - Topic: La revolución del recreo de mi institución <p>Discussing ways in which young people can work together to improve the community.</p> <ul style="list-style-type: none"> - Topic: los idiomas te abren puertas <p>Talking about the benefits of speaking another language beyond the classroom.</p> <ul style="list-style-type: none"> - Topic: La tierra de Nunca Jamás <p>Creating negative sentences</p> <ul style="list-style-type: none"> - Topic: ¡Mantén tu ciudad limpia durante el carnaval! <p>Discussing the pros and cons of local celebrations</p> <ul style="list-style-type: none"> - Topic: Writing exam skills boost lesson <p>Writing skills: essay planning</p> <ul style="list-style-type: none"> - Topic: Reading and Listening exam skill boost lesson - Topic: Writing feedback lesson <p>Whole class feedback from previous writing tasks</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 1 <p>Read aloud and general questions</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 2 <p>Role plays and general questions</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 3 <p>Picture description and general questions</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 4

KS4 Big Picture – Spanish

	<ul style="list-style-type: none"> - Topic: reading mock exam - Topic: listening mock exam - Topic: writing mock exam - Topic: Floating Mock Exam feedback: listening and reading mock exams <p>Whole class feedback on listening and reading mock exams</p> <ul style="list-style-type: none"> - Topic: Floating Mock Exam feedback: writing mock exam <p>Whole class feedback on writing mock exam and completing general conversation booklet</p> <ul style="list-style-type: none"> - Topic: ¿Qué ves en la foto? <p>Learning about Christmas traditions in Spain and Latin America through creating questions</p> <ul style="list-style-type: none"> - 	<p>Full in class mock exam without general questions (pair assessed)</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 5 <p>Full in class mock exam with general questions (pair assessed)</p> <ul style="list-style-type: none"> - Topic: Floating speaking lesson 6 <p>Full in class mock exam with general questions (pair assessed)</p>
<p>Skills:</p> <ul style="list-style-type: none"> - 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 - 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 	<p>Skills:</p> <ul style="list-style-type: none"> - 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 - Convey key messages accurately - Tips to learn vocabulary – word family - Use a variety of vocabulary and grammatical structures accurately 	<p>Skills:</p> <ul style="list-style-type: none"> - 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 - Narrate with reference to past, present and future events - Identify and respond to key points, details and opinions

KS4 Big Picture – Spanish

<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 -
<p>Assessment Objectives</p> <ul style="list-style-type: none"> - 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) - 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 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - 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 - 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 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - 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 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

KS4 Big Picture – Spanish

<ul style="list-style-type: none"> - 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 - Writing skills: improving writing responses in the general conversation booklet 	<ul style="list-style-type: none"> - 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 - Create questions to help describe a picture stimulus - Completing sections of the general conversation booklet 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 - Practise role plays in specific settings: doctor's surgery, hospital, leisure centre, café/restaurant, at the shop
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KS4 Big Picture – Spanish

- 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

KS4 Big Picture – Spanish

Spring 02 Weeks (6 weeks)	Summer 01 Weeks (5 weeks)	Summer 02 Weeks (6 weeks)
<p>Content: Cuenta atrás III</p> <ul style="list-style-type: none"> - Topic: Un finde en Barcelona <p>Giving an account of a city break in the past</p> <ul style="list-style-type: none"> - Topic: Listening and reading exam skills boost: grammatical clues - Topic: Writing exam skills boost <p>Learning how to recycle vocabulary for different thematic contexts</p> <ul style="list-style-type: none"> - Topic: Dictation boost lesson <p>Transcribe spoken Spanish into written Spanish</p> <ul style="list-style-type: none"> - Topic: Un día familiar especial <p>Describing future plans with your family</p> <ul style="list-style-type: none"> - Topic: Writing skills feedback lesson <p>Class feedback on previous writing task</p> <ul style="list-style-type: none"> - Topic: Así soy yo: exam preparation / mock exams <p>Quick thematic questionnaire</p> <ul style="list-style-type: none"> - Topic: Los medios y la tecnología: exam preparation / mock exams <p>Retrieval quiz 1 (from previous lesson)</p> <ul style="list-style-type: none"> - Topic: Mi ciudad: exam preparation / mock exams <p>Retrieval quiz 2 (from previous lesson)</p> <ul style="list-style-type: none"> - Topic: Actúa: exam preparation (optional) / mock exam <p>Retrieval quiz 3 (from previous lesson)</p> <ul style="list-style-type: none"> - Topic: Estilos de vida: exam preparation (optional) / mock exam <p>Retrieval quiz 4 (from previous lesson)</p>	<p>Content: Cuenta atrás IV</p> <ul style="list-style-type: none"> - Topic: Walking talking reading GCSE exam <p>Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions</p> <ul style="list-style-type: none"> - Topic: Walking talking listening GCSE exam <p>Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions</p> <ul style="list-style-type: none"> - Topic: Walking talking writing exam I <p>Retrieval quiz 7</p> <p>Walking talking exam: understand how to approach answering exam questions and support students to interpret the questions</p> <ul style="list-style-type: none"> - Topic: Exam skills boost lessons <p>Tailored boost lessons according to school's specific needs.</p> <ul style="list-style-type: none"> - Topic: Exam skills boost lessons <p>Tailored boost lessons according to school's specific needs.</p> <ul style="list-style-type: none"> - Topic: Exam skills boost lessons <p>Tailored boost lessons according to school's specific needs.</p>	<p>Content:n/a</p>

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<ul style="list-style-type: none"> - Topic: Estudios y oportunidades: exam preparation (optional) / mock exam <p>Retrieval quiz 5 (from previous lesson)</p> <ul style="list-style-type: none"> - Topic: Travel and tourism: exam preparation <p>Retrieval quiz 6 (from previous lesson)</p> <ul style="list-style-type: none"> - Topic: Mock Exam feedback: listening and reading mock exams <p>Whole class feedback on listening and reading mock exam</p> <ul style="list-style-type: none"> - Topic: Mock Exam feedback: writing mock exam <p>Whole class feedback on writing mock exam</p>		
<p>Skills:</p> <ul style="list-style-type: none"> - 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 - Use a variety of vocabulary and grammatical structures - Identify and respond to key points, details and opinions - Apply the SSC principles in a dictation 	<p>Skills:</p> <ul style="list-style-type: none"> - 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 <p>Assessment Objectives</p> <ul style="list-style-type: none"> - Underline key words in instructions; explain how to identify what the question is asking; provide advice on exam 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 	<p>Skills n/a</p> <p>Assessment Objectives n/a</p>

KS4 Big Picture – Spanish

- 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)
- Thematic context: family, friends, school, future opportunities
- A wide range of GCSE exam style questions for: writing, listening and reading

KS4 Big Picture – Spanish

- 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