

**SPANISH**

**Core skill focus: Cognitive skills – Aspiration  
Analyse**

**Year group:** 10

**Module title:** Los Medios de Comunicacion – Media  
**GCSE Theme 1:** Identity and culture

**Length of module:** 7 weeks  
Weeks 1-10

**Module intent / knowledge to be gained:**

In this module pupils focus on the topic of Media and develop exam skills through the following sub-topics:

- Music and instruments
- Tv
- Film/cinema
- Reading
- E-Books

The sequence of lessons in this module enables pupils to access the topic through a range of exam skills and to build on their knowledge of understanding and responding to a variety of question forms. Pupils will recognise key nouns in each sub topic and enables pupils to express their positive and negative opinions on a different media expanding on their justifications to give reasons why. Pupils will develop their spoken and written language skills responding to a variety of question forms to say what music, tv and film/book genres they prefer, like/dislike, who their favourite artist/actor is and what their preferred song, film & book is. Pupils will build on their knowledge of key verbs and conjugate these verbs to form the present, past and future tenses. Pupils will develop their writing skills to respond to

**Sequence – where does this module fit? Links to past and future learning:**

This module links back to the topic of Media studied in the autumn term of Y8 where pupils learned how to express justified opinions on instruments, music, Tv and film in speech and writing. Pupils will have developed to speak and write with increased spontaneity from KS3 to KS4. Pupils now should have a good knowledge of a variety of opinion phrases and adjectives and be able to understand question forms and reply to questions. Y10 pupils will now build on their knowledge of this topic understanding how it fits in to the GCSE exam developing their speaking, writing, listening, reading and translation skills focussing on the use of tenses. Pupils will be able to write at varying length using the variety of grammatical structures they have learnt from KS3 to present.

a Q4 (90 word task) on the writing paper focussing on extending and developing their writing using a variety of connectives and using a range of opinion phrases and adjectives as well as referring to the present, past and future tenses. Pupils will also build on their cultural knowledge and awareness of the Mexican festival – El dia de los muertos (the day of the dead) which fits into the unit Culture and traditions in the Spanish speaking world as part of Theme 1 – Identity and culture.

Throughout the module pupils will develop and build on the following language learning skills:

- Reading, writing, listening, speaking and translation skills.
- Exam skills – focus on specific questions on each paper.
- Pronunciation/oracy skills.
- Grammar/literacy skills – skimming and scanning.
- Grammar skills – understanding and forming the present, past and future tenses.
- Grammar skills/literacy – understanding and forming the present continuous.
- Grammar skills/literacy – using the verb Estar with action and location to describe what somebody is doing/where somebody is.
- Dictionary skills.

**Key questions/words:**

¿Que tipa de música te gusta/prefieres? – What type of music do you like/prefer?

**Provisions for pupils with SEN:**

- Directed/targeted questions at pupils to check comprehension.

<p>¿Quién es tu artista/grupo/cantante favorito? – Who is your favourite artista/group/Singer?  ¿Que te gusta ver en la tele? – What do you like to watch on Tv?  ¿Que tipas de películas te gustan/prefieres? – What type of films do you like/prefer?  ¿Que hay en la foto? – What is there in the photo?  ¿Te gusta ir al cine? – Do you like to go to the cinema?  Háblame de tu última visita al cine – Tell me about your last visit to the cinema  ¿Cuándo vas al cine? – When do you go to the cinema?  ¿Qué aspecto de una película es mas interesante? – What aspect of a film do you find interesting?  ¿Prefieres ver películas en el cine o en la televisión/en casa? – Do you prefer to watch films at the cinema or on Tv/at home?</p> <p>-Pupils will recognise a number of key nouns relating to the topic of music – la musica pop, la musica latino, la clasica, la operative, artista, grupo, banda, cantante, cancion etc</p> <p>Pupils will recognise a number of key nouns relating to the topic of Tv using cognates – las noticias, las telenovelas, las series, los programas de deporte, los dibujos animados etc</p> <p>Pupils will recognise a number of key nouns relating to the topic of film/cinema using cognates – las películas de acción, las películas de amor, las películas de Guerra, las películas de acción, actor, actriz, protagonista, historia etc</p>		<ul style="list-style-type: none"> <li>- Differentiated worksheet for less able pupils/ lower ability groups.</li> <li>- Use of writing frames to support pupils with writing extended paragraphs.</li> <li>- Use of core vocabulary sheet at the front of exercise books to support pupils with written/speaking work.</li> <li>- Use of display to support pupils with written/speaking work.</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Extension tasks for more able pupils.</li> <li>- Stretch and challenge for the more able pupils.</li> <li>- Use of challenge wall.</li> <li>- Use of open dyslexia font</li> <li>- Use of reading overlays for students identified as dyslexic</li> </ul>		
Week number	Learning activity / intention of knowledge	Resources	Stretch & Support activities	Homework
1-2	<p>Lessons 1-2) (<b>recycled language Y8</b>). Pupils will know how to express a variety of detailed justified opinions on music, artists and songs. Pupils will be able to use a variety of positive and negative opinion phrases as well as complex opinions ensuring all opinions are justified - giving reasons why.</p>	<p>GCSE course content PPT  Assessment booklet</p>	<p>Use of extension activities/challenge wall.  GCSE photo cards. To</p>	<p>To learn key vocabulary on the topic of La musica (music genres, instruments, opinion phrases and adjectives) on knowledge organiser. Pupils will be tested on their retention</p>

	<p>Lesson 3) (<b>recycled language Y8</b>). Pupils will recognise a number of musical instruments building on their prior learning from Y8. Pupils will know how to conjugate verbs so that they can form the 1<sup>st</sup> person present, past and future of key verbs (tocar, escuchar, descargar, grabar, cantar etc) relating to music.</p> <p>Lesson 4) Exam skills – Speaking. Pupils will focus on part 2 of the speaking exam (photo cards) on the topic of music &amp; instruments. Pupils will become familiar with the format of the task and practice dealing with questions and planning answers. Pupils will understand the marking criteria and how to maximise marks in order to be successful on the speaking exam.</p>	<p>La musica PPT 1</p> <p>La musica PPT 2</p> <p>¿Tocas un instrumento? PPT</p> <p>La musica_Exam skills PPT</p>	<p>extend and develop written work using a variety of connectives and opinions.</p>	<p>of key vocabulary through the PFL activities and a mini vocab test.</p>
3-4	<p>Lesson 1) Reading skills – skimming &amp; scanning. Pupils will know a range of Tv genres (<b>recycled language Y8</b>) and understand definite &amp; indefinite articles in their singular and plural forms. Pupils will know how to make adjectives agree with the nouns they are describing applying adjective agreement rules to their writing.</p> <p>Lesson 2) Pupils will build on their knowledge of opinion phrases. Pupils will know how to express detailed personal opinions on Tv genres and Tv programmes applying adjective agreement to their writing. Pupils will be able to understand and respond to a range of question forms about Tv.</p> <p>Lesson 3) Grammar skills – Pupils will know how to form comparative adjectives in order to compare TV genres/programmes continuing to apply adjective agreement rules to their written work.</p>	<p>La television 1 PPT</p> <p>La television 2 PPT</p> <p>Las comedias son mas ... que ... PPT</p> <p>En la tele_Tv schedule PPT</p>	<p>Use of extension activities/challenge wall. GCSE writing task - To extend and develop written work using a variety of connectives and opinions.</p>	<p>To learn key vocabulary on the topic of La television (Tv genres, opinion phrases and adjectives) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>

	<p>Lesson 4) Pupils will know how to tell the time so that they can understand a Tv schedule from a newspaper/magazine. Pupils will become familiar with authentic resources.</p> <p>Lesson 5) Exam skills – Writing. Pupils will focus on question 1 and 4 of the writing exam. - Q1 (photo task-8 marks) – pupils will know how to describe a photo in relation to the topic of Tv. Pupils will become familiar with the format of the task will understand the marking criteria and how to maximise marks. - Q4 writing paper task (90 words – 16marks). Pupils will know how to form the present, past and future tenses of the verb VER in order to respond to a question 4 writing task. Pupils will become familiar with the format of the task and practice dealing with questions as well as planning answers. Pupils will also be familiar with the marking criteria and how to maximise marks.</p>	<p>La television_Exam skills_Writing PPT</p>		
<p>5-6</p>	<p>Lesson 1) Reading skills – skimming and scanning. Pupils will recognise a range of film genres (<b>recycled language Y8</b>). Pupils will build on their knowledge of adjectives and know how to say what films they like/dislike and why.</p> <p>Lesson 2) Pupils will know how to express detailed personal opinions on film genres applying adjective agreement to their writing. Pupils will be able to translate texts from English into Spanish developing their transferable skills of their knowledge of key vocabulary and grammar. Exam skills – writing – Pupils will focus on Q2 (40 word task) on writing paper so that they become familiar with the format of the task and practice dealing with questions and planning answers. Pupils will continue to understand the marking criteria and how to maximise marks.</p> <p>Lesson 3) Comparing films. Pupils will now how to form comparative adjectives (<b>recycled language from weeks 3-4 and Y8</b>) so that they will be able to compare films.</p>	<p>Las peliculas 1</p> <p>Las peliculas 2</p> <p>Las comedias son mas ... PPT</p>	<p>Use of extension activities/challenge wall. GCSE photo cards. GCSE writing tasks - To extend and develop written work using a variety of connectives and opinions.</p>	<p>To learn key vocabulary on the topic of Las peliculas (film genres, opinion phrases and adjectives) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>

	<p>Lesson 4-5) Exam skills – Pupils will further develop their translation &amp; writing skills.</p> <p>-Q1 (photo task-8 marks) – pupils will be able to describe a photo in Spanish using a number of nouns to say what there is.</p> <p>. Q4 writing paper task (90 words – 16marks). – Pupils will know how to use the present, past and future tenses of the verb VER in order to respond to a Q4 writing task. Pupils will continue to become familiar with the format of the task and practice dealing with questions and planning answers as well as understand the marking criteria and how to maximise marks.</p>	Las películas_dou ble lesson PPT		
7-8	<p>Lessons 1-2) Exam skills – Reading. Pupils will be able to read and pick out the main points of a film summary/review. Pupils will then be able to understand what films are about.</p> <p>Writing skills – Pupils will be able to use the key vocabulary/sentence starters learnt in order to write their own film summary/critique.</p> <p>Lesson 3-4) Exam skills – Speaking. Pupils will understand and practice language for buying cinema tickets so that they will be able to prepare and complete a role-play (part 1 of the speaking exam).</p> <p>DIRT/CATCH UP TIME</p> <p>Lesson 5) Culture &amp; traditions – El día de los Muertos. To discuss how Halloween is celebrated in Mexico. To compare the Day of the Dead to Halloween here in the UK.</p>	<p>Una critica PPT</p> <p>En la taquilla PPT</p> <p>DIRT sheets</p> <p>El día de los muertos PPT</p>	Use of extension activities/challenge wall. To complete role-play with little or no support.	To learn key vocabulary on the topic of Una critica (sentence starters for film summaries/reviews) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.
<b>OCTOBER HALF TERM</b>				

<p>9-10</p>	<p>Consolidation of the topic of films:  Lesson 1) Exam skills – Speaking. To focus on Q1 (role-play) and Q2 (photo card) on speaking exam on the topic of films. To become familiar with the format of the task. To practice dealing with questions and planning answers. To understand the marking criteria and how to maximise marks.</p> <p>Lesson 2) Exam skills  -PALMS – To use PALMS to describe a photo card. Pupils have learnt how to talk about what there is in a photo (P – people/nouns) and now they will look at bringing a photo to life (A – Action) to say what a person is doing and (L – location) to say where somebody is. Using the verb Estar and forming the present continuous/gerund.</p> <p>Leer es un placer  Lesson 3-4) Reading skills – skimming &amp; scanning. Pupils will recognise/learn a range of book genres so that they will be able to write and speak about their reading preferences (opinions &amp; adjectives). Pupils will know how to say what type of book they like/prefer to read and why applying adjective agreement to their writing and using frequency expressions to say how often I read.</p> <p>Lesson 5) Pupils will transfer their knowledge and understanding of forming comparatives in order to compare books to E-books in order to discuss the advantages and disadvantages of E-books giving their own personal opinion.</p>	<p>Las películas_Exam skills_Speaking PPT</p> <p>Las películas_PALMS PPT</p> <p>La lectura PPT</p>	<p>Use of extension activities/challenge wall. GCSE role-plays &amp; photo cards.</p>	<p>To re-visit key vocabulary from this term on knowledge organiser. Pupils will be re-tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p> <p>Los medios de comunicacion_Exam skills booklet</p>
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**SPANISH**

**Core skill focus: Cognitive skills – Independence  
Link**

<p><b>Year group:</b> 10</p>	<p><b>Module title:</b> Mis estudios – My studies La vida en el cole - Life at school <b>GCSE Theme 3:</b> Current &amp; future study and employment</p>	<p><b>Length of module:</b> 7 weeks Weeks 9-16 Week 17 Assessment Week</p>
<p><b>Module intent / knowledge to be gained:</b></p> <p>In this module pupils focus on the topic of my studies and life at school including:</p> <ul style="list-style-type: none"> <li>• Opinions of school subjects</li> <li>• School timetable &amp; morning routine</li> <li>• Description of school (what it is like/what there is etc)</li> <li>• School rules</li> <li>• School uniform</li> <li>• Problems in school</li> <li>• A school exchange/trip</li> </ul> <p>The sequence of lessons in this module enables pupils access the topic through a range of exam skills and to build on their knowledge of understanding and responding to a variety of question forms. Pupils will recognise key vocabulary on the topic of school in reading/listening texts and will further develop their spoken and written language skills responding to a variety of question forms to say what school subjects they like/dislike, their opinion of their school, school rules and uniform. Further to this, pupils will build on their knowledge of adjectives to describe different aspects of their</p>	<p><b>Sequence – where does this module fit? Links to past and future learning:</b></p> <p>This module links back to the topic of School studied in the spring term of Y7 where pupils learned how to express justified opinions (likes and dislikes) on school subjects, their teachers and their school. Pupils will build on their prior knowledge of reflexive verbs taught in y8 and conjugate these into the present tense to describe their school routine. Pupils now should have a sound knowledge of a variety of opinion phrases and adjectives. Y10 pupils will now be able to understand question forms and reply to questions on the topic of school focussing on exam style questions taken from specimen and past papers. Y10 pupils will build on their knowledge of this topic understanding how it fits in to the GCSE exam developing their speaking, writing, listening, reading and translation skills focussing on the use of tenses and key grammatical structures preparing them for the Spanish exam at the end of Y11.</p>	



school as well as build on their previous knowledge of adjective agreement. Pupils will learn how to form the conditional tense to be able to say what they would do if they were head of DLS. Pupils will further build on their grammatical skills of forming comparative adjectives and superlatives. Pupils will also build on their cultural knowledge and awareness of La Navidad understanding the importance of Christmas in Spain and how it is celebrated discussing the cultural differences between Spain and the UK.

Throughout the module pupils will develop and build on the following language learning skills:

- Reading, writing, listening, speaking and translation skills.
- Exam skills – focus on specific questions on each paper.
- Pronunciation/oracy skills.
- Grammar/literacy skills – adjective agreement
- Grammar skills – understanding and forming the present, past and future tenses.
- Grammar/literacy skills – forming comparatives & superlatives.
- Grammar skills/literacy – understanding and forming the present continuous.
- Grammar skills/literacy – using the verb Estar with action and location to describe what somebody is doing/where somebody is.
- Grammar/literacy skills – using modal verbs
- Grammar/literacy skills – forming the conditional tense

- Dictionary skills.

**Key questions/words:**

¿Cuales asignaturas te gustan/no te gustan? – What subjects do you like/dislike?  
 ¿Que piensas de estudiar los idiomas? – What do you think of studying languages?

¿Opinas que estudiar las matematicas es importante? – In your opinion, is studying maths important?

¿Como es tu colegio? – What is your school like?

¿Que hay en tu colegio? – What is there in your school?

¿Estas en favor o en contra de las reglas/normas? – Are you in favor or against school rules?

¿Que llevas para el colegio? ¿Llevas uniforme? – What do you wear for school?/Do you wear a uniform?

¿Que hay en la foto? – What is there in in the photo?

-Pupils will recognise a number of school subjects – español, ingles, matematicas, ciencias, historia, geografia, comercio, musica, educacion fisica/deporte, musica, dibujo/arte, idiomas/lenguas etc

-Pupils will recognise a number of uniform items – unos pantalones, una falda, una camisa, una chaqueta, una corbata, unos zapatos, un jersey etc

-Pupils will recognise a number of school rules – correr en los pasillos, comer chicle, llevar el abrigo, trear equipo escolar, llevar uniforme, llevar zapatos formales, usar el movil etc

-Pupils will recognise & use modal verbs/phrases followed by the infinitive– debes, deberias, tienes que, hay que, es importante, esta prohibido etc

**Provisions for pupils with SEN:**

- Directed/targeted questions at pupils to check comprehension.
- Differentiated worksheet for less able pupils/ lower ability groups.
- Use of writing frames to support pupils with writing extended paragraphs.
- Use of core vocabulary sheet at the front of exercise books to support pupils with written/speaking work.
- Use of display to support pupils with written/speaking work.
- Provide visual or written reminders for organising materials and equipment
- Extension tasks for more able pupils.
- Stretch and challenge for the more able pupils.
- Use of challenge wall.
- Use of open dyslexia font
- Use of reading overlays for students identified as dyslexic

Week number	Learning activity / intention of knowledge	Resources	Stretch & Support activities	Homework
9-10	<p>Lessons 1-2) Pupils will build on their prior knowledge of school subjects (<b>recycled language Y7</b>). Pupils will know how to express justified opinions on school subjects. Pupils will know a to justify opinions using complex reasons (I don't understand it, I get good grades etc) as well as transfer their prior knowledge of applying adjective agreement to their writing. Exam skills – Reading &amp; Listening past paper questions.</p> <p>Lesson 3) Grammar skills – Pupils will know how to form comparatives &amp; superlatives in order to compare school subjects and teachers.</p> <p>Lessons 4 &amp; 5) Time – Pupils will know how to tell the time (<b>recycled language Y7 and Autumn HT1 of Y10</b>) in order to describe their school timetable. Pupils will know how to say what subject they have on a certain day using the verb tengo and and at what time (<b>recycled language of school subjects, days of the week &amp; time</b>). Pupils will also know how to say when they start/finish school and well as say when lessons, break and lunch start &amp; finish.</p>	<p>Las Asignaturas 1 PPT Las Asignaturas 2 PPT</p> <p>Las asignaturas 3 PPT</p> <p>La hora PPT</p> <p>El horario escolar PPT</p>	<p><b>Stretch &amp; challenge:</b> Use of extension activities/challenge Wall. To extend and develop written work using a variety of connectives and opinions</p>	<p>To learn key vocabulary on the topic of Las asignaturas (school subjects, opinion phrases, adjectives and time) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>
11-12	<p>Lesson 1) Pupils will know how to describe their school/morning routine using reflexive verbs (<b>recycled language y8</b>). Pupils will develop their grammatical skills by conjugating reflexive verbs into the 1<sup>st</sup> person present tense.</p> <p>Lessons 2-3) Pupils will know how to use describe their school in detail using the verb <b>Hay</b> to say what there (school facilities) is and using the verb <b>Es</b> to describe what it is like using a variety of positive and negative adjectives. Exam skills – pupils will continue to develop their translation, listening &amp; writing skills.</p>	<p>School routine PPT</p> <p>Como es tu colegio? PPT Como es tu colegio 2? PPT</p>	<p>Use of extension activities/challenge Wall. To extend and develop written work using a variety of connectives and opinions.</p>	<p>To learn key vocabulary on the topic of El colegio (key nouns – facilities &amp; adjectives to describe my school) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>

	<p>Lesson 4) Pupils will know how to make comparisons between their secondary &amp; primary schools. Pupils will know how to form the imperfect tense in order to describe what their primary school was like using the key verbs <b>habia &amp; era</b>.</p> <p>Lesson 5) Exam skills – Writing (Consolidation of past two weeks). To focus on Q1 (photo task-8 marks) &amp; Q2 on writing paper task (40 words – 16marks) – to write about school subjects, teachers, building &amp; timetable – present tense/expressing justified opinions. Pupils will become familiar with the format of the task and continue to practice dealing with questions and planning answers as well as understand the marking criteria and how to maximise marks.</p>	<p>Mi colegio primario PPT</p> <p>Mi colegio_Exam skills_Writing</p>		
13-14	<p>Lessons 1 &amp; 2) Pupils will know how to use modal verbs + infinitives in order to talk about their school rules including what you must/should/can't do etc Pupils will also know how to give reasons for &amp; against school rules in order to say whether they agree or disagree with the school rules giving reasons for their answers. Pupils will continue to transfer prior knowledge of adjective agreement and apply adjective agreement to their writing. Exam skills – Pupils will continue to develop their translation &amp; listening skills on the topic of school rules.</p> <p>Lesson 3) Pupils will know how to form &amp; use the conditional tense to say what they would do/change etc if they were head of their school.</p> <p>Lesson 4-5) Pupils will recognise uniform items (<b>recycled language Y8 clothes shopping</b>) and colours (<b>recycled language Y7</b>). Pupils will know how to apply adjective agreement rules in order to describe their school uniform in detail. Pupils will know how to use the verb <b>llevar</b> to say what they wear for school and the conditional tense (<b>recycled language/grammar from lesson 3</b>) to be able to say what I</p>	<p>Las reglas 1 PPT</p> <p>Las reglas 2 PPT</p> <p>Si yo fuera el director PPT</p> <p>El uniforme PPT</p> <p>El uniforme 2 PPT</p>	<p>Use of extension activities/challenge Wall. To extend and develop written work using a variety of connectives and opinions.</p>	<p>To learn key vocabulary on the topic of Las reglas y El uniforme (school rules, key verbs &amp; modal verb, key nouns – uniform items &amp; adjectives) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>

	<p>would prefer to wear for school and why including comparatives.</p> <p>DIRT TIME/CATCH UP</p> <p>Culture &amp; traditions – La Navidad. To discuss how Christmas is studied in Spain. To compare Christmas in Spain to the UK. Christmas &amp; exam skills PPT.</p>	<p>DIRT sheets</p> <p>La Navidad PPT &amp; resources</p>		
15-16	<p>Lessons 1) Pupils will know how to form the near/immediate future tense to talk about plans for a school exchange/trip.</p> <p>Lesson 2) Pupils will know a range of vocabulary to talk about problems in school. Pupils will know how to talk/write about the school issues that teenagers face in today's world (bullying, peer pressure, exam stress etc) and what problems there are in their school and what worries them most using superlatives.</p> <p>Lesson 3) Consolidation of the topic of school. Exam skills on the topic of school – Speaking. To focus on Q1 (role-play) &amp; Q2 (photo-card). Revisit PALMS &amp; forming the present continuous from Autumn HT1. Pupils will continue to become familiar with the format of the tasks and practice dealing with questions and planning answers. Pupils will continue to understand the marking criteria and how to maximise marks – Writing (Formative assessment). Pupils will be able to use 3 tenses to complete a Q4 task (90words 16marks) on writing paper.</p>	<p>Un intercambio PPT</p> <p>Problemas en el colegio PPT</p> <p>Photo card Prep_Estar_Gerund PPT Tenses_Mi vida escolar PPT</p>	Use of extension activities/challenge Wall.	

**SPANISH**

**Core skill focus: Cognitive skills – Active speaking  
Identify**

**Year group:** 10

**Module title:** La situacion familiar – Family & relationships

**GCSE Theme 1:** Identity and Culture

**Length of module:** 5 weeks

Weeks 18 – 22

Week 21 Assessment Week

**Module intent / knowledge to be gained:**

In this unit pupils focus on the module 'Me, my family and friends' within the theme of 'Identity and Culture'. Pupils will study the following sub-topics:

- Using the 1<sup>st</sup> person of the verbs TENER & SER to describe oneself
- Using the 3<sup>rd</sup> person of the verbs TENER & SER to describe family & friends
- What is a good friend? – To discuss the qualities of a good/bad friend
- Relationships with family members – To discuss who you get on well/badly with and why
- Future relationships, ideal partners and marriage

The sequence of lessons in this module enables pupils access the topic through a range of exam skills and to build on their knowledge of understanding and responding to a variety of question forms. Pupils will expand on their knowledge of the topic of family from Y7 building on their knowledge of key nouns, adjectives and verbs including the conjugation of reflexive verbs to be able to talk about family relationships to shay who I get on well with and why. Pupils will

**Sequence – where does this module fit? Links to past and future learning:**

This module links back to the topic of Family studied in the autumn term of Y7 where pupils learned how to describe self and others. Pupils now should have a good knowledge of a variety of adjectives to describe a range of nouns. Pupils learnt how to describe personality and character of self and others and they will build on this to describe family relationships to talk about who they get on well with and why. Y10 pupils will now be able to understand question forms and reply to questions on the topic of self and family focussing on exam style questions taken form specimen and past papers. Y10 pupils will build on their knowledge of this topic understanding how it fits in to the GCSE exam developing their speaking, writing, listening, reading and translation skills focussing on the use of tenses and key grammatical structures preparing them for the Spanish exam at the end of Y11.

develop the key vocabulary from this unit in an exam context focussing on reading & listening skills to be able to pick out the key points from spoken and written texts as well as defer meaning. Pupils will further develop their spoken and written language skills responding to a variety of question forms. Further to this, pupils will build on their knowledge of adjectives to describe themselves and others as well as build on their previous knowledge of adjective agreement applying it to both spoken and written language.

Throughout the module pupils will develop and build on the following language learning skills:

- Reading, writing, listening, speaking and translation skills.
- Exam skills – focus on specific questions on each paper.
- Pronunciation/oracy skills.
- Grammar/literacy skills – adjective agreement
- Grammar skills – understanding and forming the present, past and future tenses.
- Grammar/literacy skills – forming comparatives adjectives.
- Grammar skills/literacy – understanding and forming the present continuous.
- Grammar skills/literacy – using the verb Estar with action and location to describe what somebody is doing/where somebody is.
- Grammar/literacy skills – using & forming reflexive verbs

<ul style="list-style-type: none"> <li>• Grammar/literacy skills – forming the conditional tense</li> <li>• Dictionary skills.</li> </ul>				
<p><b>Key questions/words:</b></p> <p>¿Como es tu madre? – What is your mum like?  Describe tu madre/familia – Describe your mum/family  ¿Te llevas bien con tu familia? – Do you get on well with your family?  ¿Que es un buen amigo? – What is/makes a good friend?  Describe un buen amigo tuyo – Describe your best friend  ¿Como seria tu pareja/novia ideal? – What would your ideal partner/girlfriend be like?  ¿Quiénes son más importantes, tus amigos o tu familia? – Who is more important, your Friends or your family?  ¿Que hiciste la ultima vez que celebraste algo con tu familia? – What did you do the last time you celebrated something with your family?  ¿Ent u opinion, es el matrimonio importante? – In your opinion, is marriage important?  ¿Que hay en la foto? – What is there in in the photo?</p>		<p><b>Provisions for pupils with SEN:</b></p> <ul style="list-style-type: none"> <li>- Directed/targeted questions at pupils to check comprehension.</li> <li>- Differentiated worksheet for less able pupils/ lower ability groups.</li> <li>- Use of writing frames to support pupils with writing extended paragraphs.</li> <li>- Use of core vocabulary sheet at the front of exercise books to support pupils with written/speaking work.</li> <li>- Use of display to support pupils with written/speaking work.</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Extension tasks for more able pupils.</li> <li>- Stretch and challenge for the more able pupils.</li> <li>- Use of challenge wall.</li> <li>- Use of open dyslexia font</li> <li>- Use of reading overlays for students identified as dyslexic</li> </ul>		
<b>Week number</b>	<b>Learning activity / intention of knowledge</b>	<b>Resources</b>	<b>Stretch &amp; Support activities</b>	<b>Homework</b>
18-19	Lesson 1) Pupils will know how to conjugate and use the verb TENER in the present tense to describe hair and eye colour of self and others/family members ( <b>recycled language Y7</b> ). Pupils will know the full paradigm of the verb to refer to different subject of a verb.	Tener_Descri bing hair and eye colour PPT & Worksheet	Use of extension activities/chall enge Wall.	To learn key vocabulary on the topic of Mi familia y yo (nouns- family members, adjectives to describe self and others & verbs – Ser & Tener ) on knowledge organiser. Pupils will be tested on their retention



	<p>Lesson 2) Pupils will know a range of adjectives to describe personality, character and physical description. Pupils will know how to apply adjective agreement of gender (masculine/feminine) to describe self and others using the verb SER in the first and third person.</p> <p>Lesson 3) Pupils will know how to conjugate and use the verb SER in the present to describe self and others applying adjective agreement of gender and number. Pupils will know the full paradigm of the verb understanding the singular &amp; plural forms. Pupils will also know the term synonyms and use them to develop written work.</p> <p>Lessons 4–5) Pupils will know how to form comparatives (<b>recycled language from Y8 and Autumn HT2 Y10</b>) to compare family members using comparative adjectives and superlatives.</p>	<p>Describing personality &amp; character PPT</p> <p>SER_Describing self and others PPT</p> <p>Comparing family members PPT</p> <p>Describing &amp; comparing family members2 PPT</p>		<p>of key vocabulary through the PFL activities and a mini vocab test.</p>
20-21	<p>Lessons 1-2) Pupils will know how to use the reflexive verbs (<b>recycled language y8 &amp; Autumn HT 2 y10</b>) -llevarse bien/mal con to describe family relationships. Pupils will know how to conjugate reflexive verbs into the present tense in order to say who they get on well with in their family giving reasons why. Exam skills – reading, listening &amp; writing skills.</p> <p>Lesson 3) Pupils will know how to form the conditional tense (recycled grammar autumn HT2 y10) of the verbs TENER &amp; SER to describe their ideal partner in order to say what he/she would be like, he/she would have etc</p> <p><b>Lessons 4-5) Assessment Week (Week 21)</b></p>	<p>¿Te llevas bien con tu familia? PPT &amp; Worksheet</p> <p>La situación familiar PPT &amp; Worksheet</p> <p>Internet dating profile PPT</p>	<p>Use of extension activities/challenge Wall. To extend and develop written work using a variety of connectives and opinions. Use of literacy mat as a checklist of advanced vocab and to make</p>	<p>To learn key vocabulary on the topic of La situación familiar (key sentence starters &amp; reflexive verbs to discuss positive &amp; negative family relationships using llevarse bien/mal con ) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p> <p>To revise/prepare for assessment using KO's, exercise books &amp; revision booklet.</p>

			improvements .	
22	<p>Lessons 1-2) To create an internet dating profile. Pupils will be able to talk about themselves in detail and describe their ideal partner (What I am looking for). Culture &amp; traditions – San Valentin.</p> <p>Lesson 3) Exam skills – To focus on Q1 writing paper &amp; Q2 speaking exam. Revisit PALMS &amp; the present continuous from Autumn HT1 &amp; 2 – Pupils will know how to describe a photo card in detail – (P people/nouns, A action &amp; L location) and they will become familiar with the format of the task and practice dealing with questions and planning answers. Pupils will understand the marking criteria and how to maximise marks.</p> <p>Lesson 5) Exam skills – To focus on Q1 speaking exam. Pupils will know how to prepare and complete role-plays on the topic of self, family &amp; relationships. Pupils will develop their exam skills further by completing past paper reading &amp; listening questions in order to become familiar with the format of the task and how the topic fits in to the GCSE exams.</p> <p>Lessons 5) DIRT TIME &amp; CATCH UP</p>	<p>Conditional tense PPT / Mi novia ideal PPT</p> <p>La situacion familiar_Exam skills PPT</p> <p>DIRT sheets</p> <p>.</p>	<p>Use of extension activities/challenge Wall. To extend and develop answers on GCSE tasks. To extend and develop written work using a variety of connectives and opinions. Use of literacy mat as a checklist of advanced vocab and to make improvements</p>	<p>To re-visit key vocabulary from this term on knowledge organiser. Pupils will be re-tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p> <p>La situación familiar_Exam skills booklet</p>

**SPANISH**

**Core skill focus: Cognitive skills – Creativity  
Describe**

<p><b>Year group:</b> 10</p>	<p><b>Module title:</b> La Tecnología – Technology <b>GCSE Theme 1:</b> Identity and Culture</p>	<p><b>Length of module:</b> 5 weeks Weeks 23-27 Module continues after the Easter break</p>
<p><b>Module intent / knowledge to be gained:</b></p> <p>In this module pupil's focus on the topic of Technology discussing the advantages and disadvantages of new technology in today's world. Pupils will study the following sub-topics:</p> <ul style="list-style-type: none"> <li>• New technology and apps</li> <li>• Uses of new technology and apps</li> <li>• Advantages &amp; disadvantages of new technology &amp; apps</li> <li>• Uses and functions of mobile phones in today's world</li> </ul> <p>The sequence of lessons in this module enables pupils access the topic through a range of exam skills and to build on their knowledge of understanding and responding to a variety of question forms. Pupils will expand on their knowledge of the topic of technology from Yu building on their knowledge of key nouns, adjectives and verbs including the conjugation of verbs into the present, past and future tenses to be able to say what I use, used and will use technology for. Pupils will develop the key vocabulary from this unit in an exam context focussing on reading &amp; listening skills to be able to pick out the key points from a variety of spoken</p>	<p><b>Sequence – where does this module fit? Links to past and future learning:</b></p> <p>This module links back to the topic of Technology studied in the autumn term of Y8 where pupils learned different types of technological devices, their uses of technology using the 1<sup>st</sup> person present and expressing positive opinions on different technology. Pupils now should have a good knowledge of a variety of adjectives to describe a range of nouns. Y10 pupils will now be able to understand question forms and reply to questions on the topic of Technology focussing on exam style questions taken form specimen and past papers. Y10 pupils will build on their knowledge of this topic understanding how it fits in to the GCSE exam developing their speaking, writing, listening, reading and translation skills focussing on the use of tenses and key grammatical structures preparing them for the Spanish exam at the end of Y11.</p>	

and written texts as well as infer meaning. Pupils will further develop their spoken and written language skills responding to a variety of question forms responding to specimen/past GCSE role-plays and photo cards on the topic. Further to this, pupils will build on their transferable skills applying their knowledge of key vocabulary and grammar to translate texts from English into Spanish. Pupils will also build on their cultural knowledge and awareness of La Semana Santa understanding the importance of Easter in Spain and for the Catholic church, how it is celebrated and the cultural differences between Spain and the UK.

Throughout the module pupils will develop and build on the following language learning skills:

- Reading, writing, listening, speaking and translation skills.
- Exam skills – focus on specific questions on each paper.
- Pronunciation/oracy skills.
- Grammar skills – understanding and forming the present, past and future tenses.
- Grammar/literacy skills – persuasive language.
- Grammar skills/literacy – understanding and forming the present continuous.
- Grammar skills/literacy – using the verb Estar with action and location to describe what somebody is doing/where somebody is.
- Dictionary skills.

<p><b>Key questions/words:</b></p> <p>¿Utilizas la tecnología? Do you use technology?  ¿Para que utilizas la tecnología? What do you use technology for?  ¿Cuales son tus aplicaciones favoritas? What are your favourite apps?  ¿Cuales son las ventajas/desventajas del internet/de la tecnología? – What are the advantages and disadvantages of the internet/of technology?  ¿Para que usaste la tecnología ayer? – What did you use technology for yesterday?</p> <p>-Pupils will recognise a range of nouns relating to the topic of Technology – ordenador, portátil, television, camera, movil, correos electronicos, redes sociales etc</p> <p>-Pupils will recognise a range of verbs relating to the topic of Tecnology and will be able to conjugate the verbs into the present, past and future tenses – usar, utilizar, ver, sacar, mandar, enviar, conectar, jugar, grabar etc</p> <p>-Pupils will recognise a range of adjectives to discuss the advantages/disadvantages of Tecnology – rapido, lento, facil/dificil de usar, facil de perder/robar, util, practico, informativo, caro, peligroso, enganchado etc</p>		<p><b>Provisions for pupils with SEN:</b></p> <ul style="list-style-type: none"> <li>- Directed/targeted questions at pupils to check comprehension.</li> <li>- Differentiated worksheet for less able pupils/ lower ability groups.</li> <li>- Use of writing frames to support pupils with writing extended paragraphs.</li> <li>- Use of core vocabulary sheet at the front of exercise books to support pupils with written/speaking work.</li> <li>- Use of display to support pupils with written/speaking work.</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Extension tasks for more able pupils.</li> <li>- Stretch and challenge for the more able pupils.</li> <li>- Use of challenge wall.</li> <li>- Use of open dyslexia font</li> <li>- Use of reading overlays for students identified as dyslexic</li> </ul>		
Week number	Learning activity / intention of knowledge	Resources	Stretch & Support activities	Homework
23-24	<p>Lessons 1 - 2) Pupils will know different types of technology/apps (<b>recycled language Y8</b>). Pupils will know how to say what technology/apps they use, what for and why (using infinitives and the 1<sup>st</sup> person present tense (Using para with infinitives).</p> <p>Lesson 3) Pupils will know how to form the present tense of ar/er/ir verbs. Pupils will know the full paradigm of AR/ER/IR</p>	<p>La tecnología  PPT &amp;  worksheet  La tecnología  2</p>	<p>Use of extension activities/challenge wall. To extend and develop written work using a variety</p>	<p>To learn key vocabulary on the topic of La Tecnología (nouns-types of technology, adjectives to technology &amp; verbs – uses of technology) on knowledge organiser. Pupils will be tested on their retention of key</p>

	<p>verb endings (all subject of a verb) to refer to what I and others do. Pupils will develop their translation skills on the topic of technology.</p> <p>Lesson 4) Pupils will know how to discuss the uses of the internet including the advantages &amp; disadvantages of using the Internet. In order to say what they use/don't use the internet for and why. Exam skills – pupils will develop their reading, listening, speaking (role-play) and writing.</p> <p>Lesson 5) Pupils will know the key vocabulary for the uses and function of mobiles in today's world to talk about what you can do with phones (se puede + infinitive) and what functions they have (tiene + noun) in order to discuss how mobile technology has changed. To make comparisons (comparative adjectives – <b>recycled language</b>) between old and new mobile phones.</p>	<p>La tecnologia 3_Present tense PPT</p> <p>EI Internet PPT &amp; worksheets</p> <p>Mi movil PPT</p>	<p>of connectives and opinions. Use of literacy mat as a checklist of advanced vocab and to make improvements .</p>	<p>vocabulary through the PFL activities and a mini vocab test.</p>
25-26	<p>Lesson 1) The uses &amp; functions of mobile phones in today's world cont</p> <p>Lessons 2) Pupils will know how to form the first person past tense to be able to say what I used technology for. Exam skills – Speaking. Pupils will know how to prepare and complete a GCSE photo card on the topic of technology using the present and past tenses so that they become familiar with the format of the task and practice dealing with questions and planning answers.</p> <p>Lesson 3) Pupils will know how to form the past tense. Pupils will know the full paradigm for ar, er &amp; ir verbs in order to refer to different subjects of the past tense to say what I and others did. Exam skills – Translation from English into Spanish. Exam skills – Reading &amp; Writing – understanding questions in the target language about technology and responding to them.</p>	<p>La tecnologia_Pa st tense 1 PPT &amp; GCSE photo card</p> <p>La tecnología_Pa st tense 2 PPT</p> <p>La tecnología_3 tenses PPT .</p>	<p>To attempt higher paper unknown questions on photo-card practice.</p> <p>Use of extension activities/chall enge wall. To extend and</p>	<p>To learn key vocabulary on the topic of La Tecnologia (forming the present, past and future tenses of key verbs) on knowledge organiser. Pupils will be tested on their retention of key verbs &amp; grammar through the PFL activities and a mini vocab test.</p>

	<p>Lesson 4 - 5) Pupils will know how to form and use three tenses – the present, past and future to be able to say what I use/used/will use technology for.</p> <p>Exam skills – Writing paper Q4 (90words 16marks) Looking at how to respond to the questions/bullet points in the task - knowing what tense to use and how to use the question as a sentence starter.</p> <p>Customs &amp; traditions: La Semana Santa. Pupils will gain an understanding of how Easter is celebrated in Spain and pupils will compare Easter in Spain to here in the UK.</p>	La Semana Santa PPT	develop written work using a variety of connectives and opinions. Use of literacy mat as a checklist of advanced vocab and to make improvements	
<b>EASTER HOLIDAYS</b>				
27	<p>Consolidation of module focussing on exam skills &amp; using tenses from week 26.</p> <p>Lessons 1-2) Exam skills</p> <ul style="list-style-type: none"> <li>-Writing paper Q1 (describe a photo) – Revisit PALMS.</li> <li>-Speaking exam Part 1 – role-plays</li> <li>-Speaking exam part 2 – photo-cards – understanding &amp; responding to questions.</li> <li>-Speaking exam part 3 – general conversation – respond to questions on technology in Theme 1 I booklet.</li> </ul> <p>To become familiar with the format of the tasks. To understand question forms - to practice dealing with questions and planning answers. To understand the marking criteria and how to maximise marks.</p> <p>Lesson 3) DIRT &amp; CATCH UP TIME</p>	<p>Exam skills_Technology PPT</p> <p>General conversation speaking assessment booklet</p> <p>DIRT sheets</p>	<p>Dealing with unpredicted questions on role plays/photo cards.</p>	<p>To re-visit key vocabulary from this term on knowledge organiser. Pupils will be re-tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p> <p>Technology &amp; Tenses HWK booklet</p>

**SPANISH**

**Core skill focus: Cognitive skills – Resilience  
Explain**

<p><b>Year group:</b> 10</p>	<p><b>Module title:</b> De Costumbre <b>GCSE Theme 1:</b> Identity and Culture</p>	<p><b>Length of module:</b> 8 weeks Weeks 28-35 Module to continue after the May half term</p> <hr/> <p>Week 36 Assessment Week (EOY) – WB 20<sup>th</sup> June</p> <hr/> <p>Inset day Friday 24<sup>th</sup> June</p> <hr/> <p>Weeks 37-39 Project work/EOY activities, sports day, trips</p>
<p><b>Module intent / knowledge to be gained:</b></p> <p>In this module pupils focus on the topic of shopping and eating out. Pupils will develop their conversational skills covering the following subtopics:</p> <ul style="list-style-type: none"> <li>• Shops and items bought in shops</li> <li>• At the clothes shop – buying, returning, exchanging clothes</li> <li>• At the supermarket/market – quantities and packaging of food, shopping lists and prices</li> <li>• Pocket money</li> <li>• Household chores</li> <li>• Menus - ordering food and drink</li> </ul> <p>The sequence of lessons in this module enables pupils access the topic through a range of exam skills and to build on their knowledge of understanding and responding to a variety of question forms on the reading, listening, writing &amp;</p>	<p><b>Sequence – where does this module fit? Links to past and future learning:</b></p> <p>This module links back to the topic of shopping studied in the spring term of Y8 where pupils learned different types of shops, items bought in shops (building on their knowledge of food &amp; drink in the previous module). Y10 pupils will now be able to understand question forms and reply to questions on the topic of Shopping focussing on exam style questions taken from specimen and past paper speaking exams (role-plays and photo cards) developing their confidence in speaking preparing them for the Spanish exam at the end of Y11.</p>	



speaking exam. Pupils will expand on their knowledge of the topic of shopping & food and drink from Y8 building on their knowledge of key nouns, adjectives and verbs including the conjugation of key verbs into the present, past and future tenses. Pupils will develop the key vocabulary from this unit in an exam context focussing on reading & listening skills to be able to pick out the key points from a variety of spoken and written texts as well as infer meaning. Pupils will further develop their spoken and written language skills responding to a variety of question forms responding to specimen/past GCSE role-plays and photo cards on the topic. These exam skills will be used as ATD tasks within lessons or a series of lessons. Further to this, pupils will build on their transferable skills applying their knowledge of key vocabulary and grammar to translate phrases and texts from English into Spanish. Pupils will also build on their cultural knowledge and awareness of the Mexican festival – El cinco de mayo as well as the Spanish festival El San Fermin (the running with the bulls) which fits into the unit Culture and traditions in the Spanish speaking world as part of Theme 1 – Identity and culture.

Throughout the module pupils will develop and build on the following language learning skills:

- Reading, writing, listening, speaking and translation skills.
- Exam skills – focus on specific questions on each paper.
- Pronunciation/oracy skills.

- Dictionary skills.
- Grammar skills – understanding and forming the present, past & future tenses.
- Memory skills – techniques to enable pupils to practice and memorise new language.

### Key questions/words:

- ¿En que puedo ayudarte? – How can I help you?
- ¿Que desea? – What would you like?
- ¿Algo mas? – Anything else?
- ¿Cuanto cuesta? – How much does it cost?
- ¿Cuanto es? – How much is it?
- ¿De que colour? – What colour?
- ¿De que talla? – What size?
- ¿Te gusta ir de compras? – Do you like to go shopping?
- ¿Prefieres ir de compras o comprar en linea? – Do you prefer to go shopping or shop online?
- ¿Que hay en la foto? – What is there in the photo?

- Pupils will recognise a range of shops – tienda, supermercado, mercado, fruteria, farmacia, drogeria, correo, confetiria, tienda de ropa, tienda de música, panadería, pescadería, pastelería, carnicería, juguetería, zapateria etc (**Recycled language Y8**)

- Pupils will recognise a range of items bought in shops – ropa, comida, bebida, carne, pescado, pollo, pan, pastel, manzanas, fresas, naranjas, platanos, bombones, juguete, zapatos, botas, paperl, joya, collar, pndientes, tiratas etc (**Recycled language Y8**)

- Pupils will recognise quantities & packaging of food – una botella, un paquete, una caja, una lata, un bote, un kilo, un medio kilo, un carton, una bolsa, una docena, un pedazo, una barra, un litro, cien gramos de etc (**Recycled language Y8**)

### Provisions for pupils with SEN:

- Directed/targeted questions at pupils to check comprehension.
- Differentiated worksheet for less able pupils/ lower ability groups.
- Use of writing frames to support pupils with writing extended paragraphs.
- Use of core vocabulary sheet at the front of exercise books to support pupils with written/speaking work.
- Use of display to support pupils with written/speaking work.
- Provide visual or written reminders for organising materials and equipment
- Extension tasks for more able pupils.
- Stretch and challenge for the more able pupils.
- Use of challenge wall.
- Use of open dyslexia font
- Use of reading overlays for students identified as dyslexic

<p>-Pupils will recognise numbers/prices (<b>Recycled language Y7</b>)</p> <p>-Pupils will recognise household chores to be able to say what they have to do to earn their pocket money – pasar la aspiradora, lavar los platos, arreglar mi dormitorio, barrer los suelos etc</p>				
Week number	Learning activity / intention of knowledge	Resources	Stretch & Support activities	Homework
28-29	<p>Lessons 1-2) Las tiendas – Pupils will know a range of shops and items bought in shops (<b>recycled language Y8</b>). Pupils will know how to use the present tense of the verb Ir/to go (full paradigm) to say where we are going. Pupils will develop their understanding of masculine &amp; femine nouns using the definite articles.</p> <p>&gt; Ir + a + el = al / Ir + a + la = a la</p> <p>Exam skills:</p> <ul style="list-style-type: none"> <li>-Past paper reading question</li> <li>-Speaking – role-play practice</li> </ul> <p>Lesson 3) Ir de compras – to talk about going shopping using 3 tenses. Pupils will be able to read and understand longer texts about shopping preferences and shopping habits. Pupils will develop their reading skills to infer meaning. Pupils will focus on questions in English/answers in English – Part 1 of the reading exam &amp; questions in Spanish/Answers in Spanish – Part 2 reading exam.</p> <p>Lesson 4-5) En la tienda de ropa/ ¿Cuanto cuesta? – Pupils will know the vocabulary for ítems of clothing (<b>recycled language Y8 &amp; autumn HT2 y10 school uniform</b>). Pupils will know how to form comparative adjectives. Pupils will also be able to prepare and complete a role-play in Spanish (part 1 speaking exam) in order to ask/say how much something costs</p>	<p>Las Tiendas PPT</p> <p>Ir de compras PPT</p> <p>En la tienda de ropa PPT</p>	<p>Use of extension activities/ challenge wall.</p> <p>Completing role-plays with little or no support.</p> <p>Dealing with unpredicted questions on role plays/photo cards.</p>	<p>To learn key vocabulary on the topic of Las Compras (nouns-shops, items bought in shops &amp; quantities of food &amp; drink) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>

	( <b>understanding prices/numbers recycled language Y7</b> ), to buy clothes in a shop – ask for a certain colour/size etc, ask for discounts, returning, exchanging & refunding clothes.			
30-31	<p>Lesson 1-2) En el supermercado – pupils will know the vocabulary for quantities of food (understanding amounts, packages, containers etc) &amp; food/drink items (<b>recycled language Y8</b>). Pupils will be able to understand and write a shopping list. Exam skills: – listening &amp; reading past paper questions - speaking (role-plays)</p> <p>Lesson 3) En el Mercado – pupils will know the vocabulary for fruit and veg items and build on their knowledge of quantities of fruit and veg &amp; prices (<b>recycled language Y8</b>) in order to complete a GCSE role-play at the market. Exam skills: - Speaking (role-plays – speaking exam part 1)</p> <p>Lesson 4) Exam skills – Speaking. Pupils will know how to complete past GCSE role-plays and photo cards on the topic of shopping in order to become familiar with the format of the tasks and to practice dealing with questions and planning answers.</p> <p>Lesson 5) Pupils will know how to form questions and recognise key question words in order to ask questions on the speaking exam (role-play &amp; general conversation). -Hay? Is/are there?, -Tienes? Do you have? -Te gusta? Do you like? -Quien? Who? Etc</p>	<p>En el supermercado PPT</p> <p>En el Mercado PPT</p> <p>Las compras_Exam skills PPT</p>	<p>Dealing with unpredicted questions. Being able to ask a question on role-play card. Completing role-plays with little or no support</p>	<p>To learn key vocabulary on the topic of Las Compras (nouns-clothes items, adjectives colours &amp; adjective agreement rules) on knowledge organiser. Pupils will be tested on their retention of key vocabulary through the PFL activities and a mini vocab test.</p>



36	ASSESSMENT WEEK – EOY Assessment – Pupils to be assessed on all topic studied this year focussing on reading, listening, writing & translation skills	Assessment booklets	Use of past paper higher questions form more able pupils	
37-38	GCSE speaking assessment preparation – Preparing responses to part 3 (general conversation) of the speaking exam in Y11	Tackling the GCSE speaking exam booklet.  General conversation booklet.	Booklets for foundation and higher pupils.	
39	<b>FINAL WEEK – ACTIVITY WEEK</b> - EOY activities - Trips - Sports day			