



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Spanish
Curriculum
Overview 2023
**Hazel Wood
High School**

Our Curriculum Content:

The Spanish curriculum at Hazel Wood High School aims to be inclusive and take into account all backgrounds and linguistic abilities. It strives to ensure there are opportunities for those most able, including native speakers of Spanish or other Romance languages, with challenging tasks while giving the lower ability opportunities to gain a firm grounding and understanding of the way the language works.

The curriculum focuses on developing the learners' knowledge of vocabulary and grammatical structures in order to understand and apply across the four key skills of listening, speaking, reading and writing. The curriculum places an emphasis not only on learning the language, but also on developing cultural awareness of the Spanish speaking world, learning about topical issues through the language of Spanish and understanding the range of opportunities for using languages socially in modern day society and in the wider world of work.

Across the curriculum our aim is to:

- teach pupils language that they could use in real life situations (buying souvenirs / talking about future plans)
- provide an opening into other peoples' lives and cultures, fostering pupils sense of curiosity and deepening their understanding of Spanish speaking countries
- promote pupil`s creativity and imagination (role plays)
- develop confidence and independence to be able to work individually and within a team and allowing pupils to risk take
- ensure that pupils are upholding British values (following the rules, being tolerant and respectful)
- alert pupils to risks and dangers
- improve and develop recall and retention skills
- regularly measure pupil progress
- ensure pupils are behaving as role models as regards their environment





Year 7 Unit Title	Half Term 1 MI VIDA (My Life)	Half Term 2 MI TIEMPO LIBRE (My Free Time)	Half Term 3 MI INSTI (My School)	Half Term 4 MI FAMILIA Y MIS AMIGOS (My family and Friends)	Half Term 5 MI CIUDAD (My City)	Half Term 6 PROYECTO LATINOAMERICANO (Latin America Project)
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to introducing themselves.</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to free time activities.</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to school.</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to family members and friends.</p> <p>Lesson Objectives are formulated to ensure that</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to towns and cities.</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>Places in a town or city.</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to Latinamerican themes.</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>Life in La Habana.</p>



	<p>Greetings. Spanish pronunciation. Introductions. Numbers 1-31. Months. Age and birthday. The alphabet. The Spanish speaking world. Dictionary skills.</p> <p>Grammar. definite articles (<i>el, la, los, las</i>) verb endings adjectives that end in <i>-o/-a</i> making sentences negative <i>ser</i> (present, singular) <i>tener</i> (present, singular)</p>	<p>Free time activities. Opinions and reasons. The weather. Football in Spain. Christmas in the Spanish speaking world.</p> <p>Grammar using <i>me gusta</i> + infinitive present tense of regular <i>-ar</i> verbs (full paradigm) present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)</p>	<p>New Year's resolutions. School subjects. Opinions and reasons. Descriptions of teachers. School facilities. Break time activities. Celebrating Chinese New Year. Celebrating San Valentín.</p> <p>Grammar 'we' form of <i>-ar</i> verbs using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects checking verbs, definite articles and adjectival</p>	<p>students know and understand:</p> <p>Family members. Eye and hair colours and hair styles. Descriptions of people. Rooms in a house. Descriptions of house or flat. The Cadiz Carnival. Semana Santa.</p> <p>Grammar Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i> irregular verbs <i>tener</i> and <i>ser</i></p>	<p>Important cities in Spain. Telling the time. Things to do in a town or city. Food and drink. Future plans.</p> <p>Grammar <i>un/una, unos/unas</i> and <i>muchos/muchas</i> <i>ir</i> – to go (present tense) stem-changing verb <i>querer</i> the near future tense (<i>voy, vas, va</i>, etc. + infinitive)</p>	<p>The film <i>El Sueño de Iván</i>.</p> <p>Grammar The near future tense.</p> <p>At the end of year 7 students will be able to ask, answer and understand responses to a range of questions based on topics covered throughout the year.</p> <p>Students will also be able to write between 40-90 words in Spanish using a range of vocabulary and grammar structures covered throughout the year.</p>
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	adjective forms (masculine and feminine, singular and plural)		agreement in sentences giving opinions plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the') present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms)	position of adjectives (after the noun) Agreement of adjectives with nouns the verb <i>estar</i>		
Vocabulary	There is a full vocabulary bank associated with our teaching of each unit. These are stuck into students' class work books and they are also on the class TEAMS pages. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks and the use Microsoft Teams quizzes and activities.					
Assessment	During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success. • Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homework's are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. • In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. • At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new					



content. This means that we plan so that none of our students miss the building blocks that they need for success. • Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents

Year 8 Unit Title	Half Term 1 MIS VACACIONES (My holidays)	Half Term 2 TODO SOBRE MI VIDA (Everything about my life)	Half Term 3 A COMER (Let's eat)	Half Term 4 QUE HACEMOS (What we do)	Half Term 5 OPERACIÓN VERANO (Operation summer)	Half Term 6 PROYECTO LATINOAMERICANO (Latin America project)
Key Knowledge and understanding that enables skill building.	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to their holidays	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to their life	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to food and drink	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to going out	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to holidays and town	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to Latinamerican themes.



	<p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>Where they went and how they got there. What they did on holiday. Describing the last day on holiday. Saying what the holiday was like. What the weather was like on holiday.</p> <p>Grammar. The preterite tense of "ir"</p>	<p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>What students do on their mobile. Recognise facts about mobile phone usage amongst children. Types of music. Complex opinions regarding music The Primavera Sound festival Types of TV programmes and opinions Information in challenging texts</p>	<p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>Food and drink, what people like. Different food at different mealtimes. Food festivals in Spanish-speaking countries A video clip on a Spanish market What I normally eat, what I ate yesterday Information in a restaurant Typical dishes of other countries</p>	<p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>Arranging to go out Making excuses Discussing getting ready to go out Clothes Sporting events Describing a fancy dress outfit Writing about a problem</p> <p>Grammar. <i>Me gustaría</i> + infinitive</p>	<p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>A holiday home Holiday activities Asking for directions Summer camps Describing a world trip Discussing holiday destinations Describing a town</p> <p>Grammar. The comparative (recap) The superlative The imperative Using three tenses – revisited Using <i>mejor</i> and <i>peor</i></p>	<p>Lesson Objectives are formulated to ensure that students know and understand:</p> <p>Culture Literature History and politics Sport The film Valentín</p> <p>Grammar The imperfect tense</p> <p>At the end of year students will be able to ask, answer and understand responses to a range of questions based on topics covered throughout the year.</p> <p>Students will also be able to write</p>
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	<p>The preterite of regular "ar" verbs The preterite of regular "er" and "ir" verbs</p>	<p>about film and TV Free time activities in the past What people normally do and what they did</p> <p>Grammar. Present tense (recap) Recognition of future and present tense <i>Se debe/no se debe</i> <i>Me gusta + definite article</i> Comparatives Preterite tense of <i>hacer</i> Present v preterite (past) tense</p>	<p>What food to buy for a party</p> <p>Grammar. Recap of <i>me gusta + definite article</i> Recap of present tense Recap of preterite tense Making sentences negative Recap of Present v preterite tense Direct object pronouns The near future tense</p>	<p><i>querer</i> and <i>poder</i> Reflexive verbs This/these Three tenses : past (preterite), present, future Using structures with two verbs</p>		<p>between 40-90 words in Spanish using a range of vocabulary and grammar structures covered throughout the year.</p>
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Vocabulary	<p>There is a full vocabulary bank associated with our teaching of each unit. These are stuck into students' class work books and they are also on the class TEAMs pages.</p> <p>We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks and the use Microsoft Teams quizzes and activities.</p>
Assessment	<p>During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success.</p> <ul style="list-style-type: none">• Students are expected to complete regular Homework assessments online, which test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homework's are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. Students are also expected to learn vocabulary regularly, which is facilitated through specific "look, cover, write, check" worksheets• In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.• At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that we plan so that none of our students miss the building blocks that they need for success.• Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents</p>





Year 9 Unit Title	Half Term 1 SOMOS ASÍ (We are who we are)	Half Term 2 ORIENTATE (Find your way)	Half Term 3 EN FORMA (In shape)	Half Term 4 JOVENES EN ACCIÓN (Youngsters in action)	Half Term 5 EL TURISMO EN ESPAÑA (Tourism in Spain)	Half Term 6 EL CONTINENTE DE AMÉRICA DEL SUR (The south american continent)
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to Free time and activities</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to jobs and future plans</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to staying in shape</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to social issues and the environment</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to tourism in Spain</p> <p>Lesson Objectives are formulated to ensure that students know and understand</p> <p>Meeting the Spanish family – making yourself understood</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to Latin America</p> <p>Lesson Objectives are formulated to ensure that students know and understand:</p>



	<p>Likes and dislikes What people do during their week Cinema in Spain (Spanish speaking film study) Film types Birthday celebrations Latin American festival `El Eisteddfod del Chubot` Spanish festival `San Fermin`</p> <p><u>Grammar</u></p> <p>Verbs of opinion + infinitive Using definitive article with opinions</p>	<p>Jobs in Spanish Job responsibilities Opinions on jobs Job that someone would like to do Work experience opportunities The role of `MSF` Child world labour Unemployment in Spain Young people and work Typical day in imaginary job Future plans</p> <p><u>Grammar</u></p> <p>Tener que + infinitive</p>	<p>Healthy living and advice given Eating preferences Eating disorders Childhood obesity Staying in shape Daily routine Explaining what is wrong</p> <p><u>Grammar</u></p> <p>Direct object pronouns Verbs of opinion followed by the definite article Ser (present) Para + infinitive Hace + time period</p>	<p>Protecting the environment Impact of not recycling Recycling correctly Fair trade Children`s rights Travel types to school Telesecundaria education Comparing towns in the past with towns now Young people and charity</p> <p><u>Grammar</u></p> <p>Se debería + infinitive Reciclar (present) Poder + infinitive (present)</p>	<p>Madrid the capital – what there is to see and do Visiting Oviedo Souvenir shop – making yourself understood Tenerife and Barcelona – what there is to see and do Sevilla – la feria de abril (festival)</p> <p><u>Grammar</u></p> <p>Tener / Querer (present) This / these (m/f) Ser (imperfect)</p>	<p>The film `La jaula de oro` War in Latin America Religion in Latin America Colombia – what there is to see and do Latin American festivals (Easter in the Dominican Republic) Bolivia – fact file Buenos Aires (Argentina)</p> <p><u>Grammar</u></p> <p>Present tense Near future tense Pure future tense Conditional tense Preterite tense At the end of year 9 students will be able to ask, answer and</p>
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	Irregular and regular verbs in the Present tense Near future tense	When `a` follows the conjugated verb Ser (present) Me gustaría + infinitive Poder (present) Near future tense	Ser (imperfect) Poder + infinitive Tener que + infinitive Stem changing verbs (jugar) Reflexive verbs Me duele Se debe Después de + infinitive	Near Future tense Present continuous tense Ir (present) Comparatives (más ..que) Ser (imperfect)	Se puede + infinitive Superlative Tener hambre / sed (present) Simple future tense (I will) Tener (meaning `to be` in some expressions)	understand responses to a range of questions based on topics covered throughout the year. Students will also be able to write between 40 to 90 words in Spanish using a range of verbs and grammar structures covered throughout the year.
Vocabulary	There is a full vocabulary bank associated with our teaching of each unit. These are stuck into students' class work books and they are also on the class TEAMS pages. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks and the use Microsoft Teams quizzes and activities.					



Assessment	<p>During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success.</p> <ul style="list-style-type: none"> • Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homework's are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. • In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. • At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that we plan so that none of our students miss the building blocks that they need for success. • Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents</p>
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AQA GCSE Spanish 8698.						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	<i>¡DESCONÉCTATE!</i>		<i>MI VIDA EN EL INSTI</i>		<i>MI GENTE</i>	<i>INTERESES E INFLUENCIAS</i>
Key Knowledge and Understanding	By the end of this unit, we expect students will know and understand the key		By the end of this unit, we expect students will know and understand the key		By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge	By the end of this unit, we expect students will know and understand key



	<p>vocabulary, grammar and cultural knowledge related to THEME 2 , TOPIC 4 : TRAVEL AND TOURISM</p> <p>Lesson objectives are sequenced to ensure that students know, understand and can pronounce :</p> <ul style="list-style-type: none">. holiday activities and weather. holiday preferences. past holidays. a trip to Barcelona. accommodation bookings and problems. accounts of holidays		<p>vocabulary, grammar and cultural knowledge related to THEME 3, TOPIC 1 : MY STUDIES AND THEME 3 , TOPIC 2 : LIFE AT SCHOOL AND COLLEGE</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none">. opinions about school subjects.. comparisons of subjects and teachers. school uniform and the school day. descriptions of schools. school rules and problems. plans for a school exchange		<p>related to THEME 1, TOPIC 1: ME, MY FAMILY AND FRIENDS (RELATIONSHIPS WITH FAMILY AND FRIENDS) THEME 1 TOPIC 1, TOPIC 2: TECHNOLOGY IN EVERYDAY LIFE (SOCIAL MEDIA, MOBILE TECHNOLOGY)</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none">. socialising and family activities and details. descriptions of people. social networks.. making arrangements. reading preferences. relationships	<p>vocabulary, grammar and cultural knowledge related to THEME 1, TOPIC 2: TECHNOLOGY IN EVERYDAY LIFE (MOBILE TECHNOLOGY) THEME 1, TOPIC 3: FREE TIME ACTIVITIES (MUSIC, CINEMA AND TV)</p> <p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none">. free time activities. television. sports. trends.
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			. school activities and achievements			. different types of entertainment . role models
Grammar	<p>The key skills that we are developing are those of listening, speaking, reading and writing. We also have a grammar focus in unit 1 (¡Desconetáte!) so that students can identify and use</p> <ul style="list-style-type: none">. the present tense of regular verbs. the present tense of irregular verbs. verbs of opinion + definite article (+ referring to different people). the preterit tense. verbs with usted. higher numbers <p>We also have a grammar focus in unit 2 (Mi vida en el insti) so that students can identify and use</p> <ul style="list-style-type: none">. comparatives. adjectives. phrase + infinitive. near future tense. object pronouns <p>We also have a grammar focus in unit 3 (Mi gente) so that students can identify and use</p> <ul style="list-style-type: none">. para + infinitive. present continuous. ser + estar <p>We also have a grammar focus in unit 4 (Intereses e influencias) so that students can identify and use</p> <ul style="list-style-type: none">. stem changing verbs. suelo + infinitive. imperfect tense. perfect tense					



Vocabulary	There is a full vocabulary and grammar bank associated with our teaching of each unit. These are in the form of a knowledge organiser booklet and each student has a copy of this. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks and the use Microsoft Teams quizzes and activities.					
Assessment	<ul style="list-style-type: none">• During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success.• Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homework's are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons					





Year 11 Unit Title	Half Term 1 <i>CIUDADES</i>	Half Term 2 DE COSTUMBRE	Half Term 3 ¡ A currar !	Half Term 4 <i>HACIA UN MUNDO MEJOR</i>	Half Term 5 REVISION/EXAM- STYLE PRACTICE/ FINAL GCSE EXAM PAPERS IN LISTENING, SPEAKING, READING	
Key knowledge and understanding	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to THEME 2, TOPIC 1: HOME, TOWN, NEIGHBOURHOOD AND REGION THEME 2, TOPIC 4: TRAVEL AND TOURISM Lesson Objectives are sequenced to ensure	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to THEME 1, TOPIC 3: FREE-TIME AND ACTIVITIES (FOOD AND EATING OUT) THEME1, TOPIC 4: CUSTOMS AND FESTIVALS IN SPANISH	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to THEME 3, TOPIC3: EDUCATION POST-16 THEME 3, TOPIC 4: JOBS,CAREER CHOICES AND AMBITIONS Lesson Objectives are sequenced to ensure that	By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to THEME 2, TOPIC 1: HOME, TOWN, NEIGHBOURHOOD AND REGION THEME 2 , TOPIC 2: SOCIAL ISSUES (CHARITY/VOLUNTARY WORK, HEALTHY / UNHEALTHY LIVING) THEME 2, TOPIC 3: GLOBAL ISSUES (THE ENVIRONMENT)	During their last weeks with us, students will receive lessons to support them with their final GCSE preparation. We teach students how to revise and support them with this by practicing their tasks and showing them how to access the examination questions.	



	<p>students know, understand, and can pronounce:</p> <ul style="list-style-type: none">.places in a town or city..shops.. features of a region.planning what to do..shopping for clothes and presents..problems in a town.a.visit in the past.	<p>SPEAKING COUNTRIES AND COMMUNITIES Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none">.mealtimes..daily routine.illnesses and injuries..medical advice..typical foods..festivals..a special day..ordering in a restaurant..a music festival.	<p>students know, understand, and can pronounce:</p> <ul style="list-style-type: none">. jobs.. earning money. work experience.. languages and travel.. job applications.	<p>Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none">.types of houses..the environment.healthy eating..diet related problems..global issues..local actions..healthy lifestyles.international sporting events		
Grammar	<p>The key skills that we are introducing are those of listening, speaking, reading and writing We also have grammar focus in this unit 5 (Ciudades) so students can identify and use:</p>					



- . se puede / se pueden.
- . future tense.
- . demonstrative adjectives.
- . tan / tanto.

We also have a grammar focus in this unit 6 (De costumbre) so students can identify and use:

- . me gusta / me gustaría.
- . reflexive verbs in the preterite.
- . before / after doing.
- . acabar de+ infinitive.

We also have a grammar focus in this unit 7 (¡ A currar!) so students can identify and use :

- . lo + adjective
- . 24 hour clock
- . if clauses

We also have a grammar focus in this unit 8 (Hacia un mundo mayor) so students can identify and use :

- . superlative
- . se debería

We embed the skill of recall and retention through our homework strategy of Look, Cover, Write, Check tasks and the use Microsoft Teams quizzes and activities.

Vocabulary

There is a full vocabulary and grammar bank associated with our teaching of each unit. These are in the form of a knowledge organiser booklet and each student has a copy of this. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks and the use Microsoft Teams quizzes and activities.



Hazel Wood
High School

Assessment

During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success. • Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homework's are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons • In lessons, there are regular 'low-stakes' quizzes to ensure that student's knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. • In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable to course leader to adapt teaching where there may be gaps in knowledge. • In March, students will sit a second Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject. Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable to course leader to adapt teaching where there may be gaps in knowledge

