

## Spanish Curriculum Principles

**Our unifying 'sentence' is: "The languages team served our students with integrity and care to pass on the joy of learning an international language.' "**

**By the end of their education, a student of Spanish at Dixons Unity Academy will:**

- Confidently and independently express themselves in Spanish on a variety of different topics and for different purposes, demonstrating an excellent grasp of the language with fluency and spontaneity.
- Recognise that learning an international language is more than acquiring a useful skill for the job market. It rewards the learner with invaluable knowledge about themselves, their own language and culture, as well as opening the door to the world's greatest writers, thinkers, scientists, musicians, and philosophers.

**To achieve a true understanding of Spanish, topics have been intelligently sequenced based on the following rationale:**

- The Spanish curriculum is based on the principles of Extensive Processing Input (E.P.I.). This approach takes students through a pedagogical cycle each unit of work. In the initial phases of this cycle students are extensively exposed to targeted chunks of language and substantial amounts of reading and listening practice before engaging in any sort of productive outcome such as speaking or writing.
- In the input phase, language is presented in chunks containing relevant grammatical features that will increase in complexity. Through listening and reading activities, teachers 'flood' students with linguistic input that is highly patterned, repetitive, and rightly pitched to enable language acquisition.
- In the output phase, students engage in structured oral and written tasks that will allow them to produce the same language that was substantially practiced in the input phase.
- The expansion phase is designed to broaden students' language ability through the explicit teaching of grammar. The function of grammar is to enable students to communicate accurately and manipulate the learned chunks of language to express themselves creatively.
- The automaticity phase ends each sub-unit of work. Here a formative assessment takes place where students are encouraged to recall language by speaking or writing independently.
- Routinization is the last phase that takes place at the end of each term. Students are directed to enhance their language learning by engaging in the oral tasks designed to increase their fluency and foster spontaneity.
- Underpinning E.P.I is the recycling element. Students master language knowledge and skill by recycling core and recurring powerful verbs and phrases that amplify their language ability. Over the months and years, through E.P.I, retrieval practice, and interleaving, the students' ability gradually becomes automatic. They no longer have to think about the rules or pattern. Spanish becomes automatic.

**The Spanish curriculum will address social disadvantage by addressing gaps in students' knowledge and skills":**

- Improving students' confidence through communicative activities. At KS3 and KS4 students are required to participate in pair, group, and whole classroom tasks where they will be nurtured to develop the communicative skills. Communicative activities can foster interpersonal relationships.
- Developing resilience and rhetoric through vocabulary chanting, oral recall of lexical chunks, observing video song performances, role plays, photo card tasks or independently asking and answering questions.
- Writing in an international language. This further increases the students' understanding of the writing process in their first language by developing their grammatical knowledge, manipulating linguistic chunks to accurately express ideas, composing, revising, and editing drafts, as well as presenting their work to others.
- Scaffolding to support students with special educational needs. At KS3 sentence builders and Knowledge Navigators are used as a device that allows these students to access the curriculum at their own pace. Every word presented during a unit of work is presented to them in an accessible format. At KS4 students in this category are given extra support through access to extra intervention sessions to close any gaps that might arise during the course.
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**We fully believe that Spanish can contribute to the personal development of students at Dixons Unity Academy:**

- Exposing students to different Hispano-speaking cultures. At KS3 students will learn about Spanish culture while at KS4 students will appreciate the traditions of Latino-American culture. This fosters acceptance, understanding and tolerance of other people, customs, and religions.
- Working with others to improve student's social competence. Pair and group activities to practice speaking allow students to develop empathy by understanding and tolerating their personal or cultural differences. Activities such as this help to cultivate community cohesion which is vital for the wider school community.



- Presenting students with different spiritual perspectives and expressing opinions about them. For example, at KS3 students will learn about the religious festival of 'Semana Santa' in Sevilla, Spain and the historical and cultural influence of religion in the history of Spain. At KS4 students will learn about the Mexican festival of 'El día de los Muertos' (Day of the dead) and the influence of mysticism in Latino-American Catholicism.
- Making students aware of their social responsibility. Through the topic of global and social issues students will learn about the importance of voluntary work and helping in the community while also being aware of poverty and injustice around the world. Moreover, students will learn about the work that charities do in combating social inequality, racism, and other societal problems.

**Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:**

- Various opportunities to discuss the benefits of having an additional language to advance their career prospects. Through KS3 and KS4 students will be taught about future job opportunities such as academic researcher, translator, journalist, diplomatic service officer, international development worker and teacher.
- Explicit links are made to other subjects with reference to how students can use their linguistic skills in Spanish to establish and support other career opportunities.

**A true love of Spanish involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- The MFL curriculum promotes SMSC and British Values. Openness, acceptance, and tolerance of minority groups is encouraged through discussions with students surrounding the differences among different cultures.
- Students in Year 9 are encouraged to attend a film club to increase their exposure to the target language and enhance their understanding of Hispano-speaking countries. This will supplement their need to engage with the culture and become well-rounded linguists.
- Built into the curriculum, KS4 will have supplementary lessons to provide them with important social and cultural capital that they might lack as a consequence of their socio-economic condition. This cultural and social knowledge is assumed in the Spanish curriculum and they range from activities such as skiing and windsurfing to knowledge about famous artists and their works of art, literature, and architecture.

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## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Cycle 1	Cycle 2	Cycle 3
YEAR 7	<b>New learning</b>	Name, Age, Birthday, Hair and eyes, Where do you live and where are you from	Physical Descriptions, Personality, Family and Relationships, Pets, Free Time (Opinions and Frequency)	School Subjects, Places in School, Opinions, Days, Teachers, Where you live (Compass, directions, places in town) (Food),
	<b>Revisited learning</b>	Greetings, Numbers	Birthday, Describing hair and eyes, Where do you live	Physical Descriptions, Personality Family and Relationships, Pets, Free time, Describing Hair and eyes, Where do you live
	<b>Additional information</b>	This cycle includes assessments		This cycle includes a cultural unit of work and assessment practice
YEAR 8	<b>New learning</b>	Technology, Music, Tv shows, Free time in the past	Places in town, excuses, morning routine (time) clothes (near future	Jobs, Future Jobs (me gustaría) - Yesterday at work, A typical day at work
	<b>Revisited learning</b>	Year 7 Cycle 1: Name age, Birthday, Hair and Eys, Where do you live and where you are from	Year 7 Cycle 2: Physical Descriptions, Personality, Family and Relationships, Pets, Free Time (Opinions and Frequency	Year 7 Cycle 3: School Subjects, Places in School, Opinions, Days, Teachers, Where you live (Compass, directions, places in town) (Food
	<b>Additional information</b>		This cycle includes assessments	This cycle includes a cultural unit of work and assessment practice
YEAR 9	<b>New learning</b>	Talking about family, Talking about relationships, How to keep in touch via the internet, Talking about the use of mobile phones.	Describing what you like and don't like doing, Buying food and drink, Talking about Sport, Learning about Spanish life and routines	Talking about a Spanish festival, Talking about means of Transport, Planning a day out
	<b>Revisited learning</b>	Year 8 Cycle1: Technology, Music, Tv shows, Free time in the past	Year 8 Cycle 2: Places in town, excuses, morning routine (time) clothes (near future	Year 8 Cycle3:Jobs, Future Jobs (me gustaría) - Yesterday at work, A typical day at work
	<b>Additional information</b>		This cycle includes assessments	This cycle includes a cultural unit of work and assessment practice
YEAR 10	<b>New learning</b>	Describing your house and rooms What you can do where you live Different ways of volunteering Talking about healthy eating Reusing things / waste and recycling Talking about poverty	Travelling to holiday destinations Talking about regions of Spain Giving opinions about different subjects School and daily routine at school Options at 16 Talking about different jobs	Talking about friends Talking about future plans Giving opinions about online messaging Giving opinions about mobile technology Talking about your free time Talking about eating out
	<b>Revisited learning</b>	Year 9 Cycle 1: Talking about family, Talking about relationships, How to keep in touch via the internet, Talking about the use of mobile phones	Year 9 Cycle 2: Describing what you like and don't like doing, Buying food and drink, Talking about Sport, Learning about Spanish life and routines	Year 9 Cycle 3: Talking about a Spanish festival, Talking about means of Transport, Planning a day out
	<b>Additional information</b>	This cycle includes assessments		This cycle includes a mock exam
YEAR 11	<b>New learning</b>	Extending what you can say about sport Learning about local customs	Healthy and Unhealthy lifestyles Ways of protecting the environment	Revision, Retrieval and Exam preparation



	<p>Learning about Latin american culture</p> <p>Saying what your house is like</p> <p>Talking about amenities in your area</p> <p>Charities and voluntary work</p>	<p>Talking about homelessness</p> <p>Holiday accommodation</p> <p>School rules and uniform</p> <p>Choices at 18: Work or University</p>	
<b>Revisited learning</b>	<p>Year 10 Cycle 2: Travelling to holiday destinations</p> <p>Talking about regions of Spain</p> <p>Giving opinions about different subjects</p> <p>School and daily routine at school</p> <p>Options at 16</p> <p>Talking about different jobs</p>	<p>Year 10 Cycle 3: Talking about friends</p> <p>Talking about future plans</p> <p>Giving opinions about online messaging</p> <p>Giving opinions about mobile technology</p> <p>Talking about your free time</p> <p>Talking about eating out</p>	
<b>Additional information</b>	<p>This cycle includes a mock exam in L/R/W/S</p>	<p>This cycle includes a mock exam in L/R/W/S</p>	<p>Exam season</p>



## Y7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction						Assessment Weeks						
	L1 – Telling your age L2 – Learning Numbers	L3 – Independent Speaking L4- Using connectives	L5 – Formative - Age L6 – Saying your birthday	L7– Saying someone else’s birthday L8 – Writing short descriptions	L9-Masculine and Feminine nouns L10- Consolidation & Formative – Birthday	L11 – Speaking L12 – Reading / Listening & Writing	L13- D.I.R.T L14 – Describing Eyes	L15- Describing Hair L16 – Describing others orally	L17 – Plurals L18- Consolidation & Formative – Physical Descriptions	L19- Where I live L20-My house	L21- Saying where I am from L22- Using Time Phrases	L23 – Consolidation & Formative + Re-Cap Where I live L24 – 4-3-2-1 Technique	L25-All about me – Presentation L26-Final Formative Test
Cycle 2							Assessment Weeks						
	L1 – Describe your family L2 – Saying how you get on with siblings	L3 – Describing orally other’s age L4- Conjugate the verb tener	L5 – Consolidation and Formative - Family L6 – Describe your physical appearance	L7– Describe others personality L8 – Adjectival agreement	L9-Adjectival Agreement L10- Consolidation & Formative – Family Relationships	L11 – Speaking L12 – Reading / Listening & Writing	L13- D.I.R.T L14 – Saying what pets you HAVE	L15- Pets you would like to have L16 – Describing pets Orally	L17 – Articles L18- Consolidation and Formative – Pets	L19- Free time activities L20- Weather	L21- Describing sports and activities L22- Present Tense	L23 – Con & For– Free time + Re-Cap L24 – 4-3-2-1 Technique	L25-My pets and my world– Presentation L26-Final Formative Test
Cycle 3							Assessment Weeks						
	L1 – Describe your school L2 – Giving opinions on subjects	L3 – Speaking in pairs about school L4- The present tense	L5 – Consolidation and Formative – School L6 – Describe activities in school	L7– What you do at break L8 – Describing a day in School	L9-ER verbs Present Tense L10- Consolidation & Formative – School	L11 – Speaking L12 – Reading / Listening & Writing	L13- D.I.R.T L14 – Re Cap ALL SUB-UNITS	L15-Fluency Training 4-3-2-1 L16 – End of Year Presentation	L17 – End of year Presentation L18- C.A Speaking / Listening	L19 C.A Writing / Reading L20- Cultural lessons Food	L21- Cultural Lessons Festivals L22- Cultural Lessons Literature	L23 –Cultural Lesson- Art L24 – Cultural Lessons - Music	L25-Catch up L26-Catch up

## Y8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Induction						Assessment Weeks						
Cycle 1	SU1-L1 – Chateo con mis amigos  HWK: Universal 1	SU1L3 – Saco fotos  SU1L4 – Veo videos  HWK: Universals 2	SU1L5 – Formative  SU2L6 – Me gusta la música  HWK: Universals 3	SU2L7 – Me encanta el ritmo  SU2L8 – Escucho de todo  HWK: Universals 4	SU2L9 – Mi grupo favorito  SU2L10 – Formative  HWK: Universals 5 Revision	L11 – Reading and Listening Assessment  L12 – Writing Assessment	SU3L13 – La tele  SU3L14 – Los documentales  HWK: Universals 6	SU3L15 – Las noticias  SU3L16 – Las series policíacas  HWK: Universals 7	SU3L17 – Formative  SU4L18 – Hice Gimnasia  HWK: Universal 8	SU4L19 – Fui al cine  SU4L20 – Bailé en mi cuarto  HWK: Vocab and translation	SU4L21 – Salí con mis amigos  SU4L22 – Formative  HWK: Vocab and translation	A.R.SL23 – Reading Practice  A.R.SL24 – Role Play	A.R.SL25- Formative Peer Assessed  L26- South America
							Assessment Weeks						
Cycle 2	SU5 L1 – ¿Qué hacemos? Phonics: ía ending  SU5 L2 – ¿Te gustaría venir al cine? Set HWK: Universals 11 Time phrases	SU5 L3– Está detrás del polideportivo Phonics: á  SU5 L4 – ¿Te gustaría ir al parque? Grammar: Prep of place Check HWK Wk1 Set HWK: Universals 12 Intensifiers	SU5 L5 Formative:W Phonics: c/z  SU6 L1- ¿Quieres salir? Check HWK Wk2 Set HWK: Universals 13 STAR Phrases	SU6 L2 – Lo siento, no puedo Phonics: que  SU6 L3 – ¿Te gustaría ir a la playa mañana? Check HWK Wk3 Set HWK: Universals 1	SU6 L4– ¡Qué rollo! Phonics: ll Grammar: Conditional recog  SU6 L5 – Formative:S Check HWK Wk4 Set HWK: Universals 3	SU7 L1 – ¿Cómo te preparas? Phonics: ie  SU7 L2 – Me ducho Check HWK Wk5 Set HWK: Universals 4	SU7 L3 - Siempre me peino Phonics: ei  SU7 L4 – No salgo Grammar: Ref verbs  Check HWK Wk6 Set HWK: Universals 5	SU7 L5 Formative: W Phonics: ue  SU8 L1 – ¿Qué vas a llevar? Check HWK Wk7 Set HWK: Universals 6  Data deadline	SU8 L2 Llevo una gorra Phonics: rr  SU8 L3 – Llevo una botas  Check HWK Wk8 Set HWK: Universals 7	SU8 L4 – Estos zapatos Phonics: z Grammar: este/esta/estos/estas  SU8 L5 - Formative S Check HWK Wk9 Set HWK: Universals 8	A.R.S L1 Writing – analyse a model 40/90-word task Phonics: j  A.R.S L2 Writing – Write your own – assessment practice	A.R.S L1 Writing – Feedback & redrafting 40/90-word task Phonics: ae  .R.S L2 Writing – Write your own – a Formative Peer Assessed	A.R.SL25 - Formative S Peer Assessed Role-play  L26- Cultural – South America
									Assessment Weeks				
Cycle 3	SU9 L1 – Mi trabajo Phonics: j	SU9– Tengo que limpiar habitaciones	SU9 L5 – Formative:S Phonics: qu/co/ca	SU10 L2 Me gustaría	SU10 L4 Me gustaría ser policía	SU11 L1 ¿Qué ta layer en el trabajo?	SU11 L3 Primero hablé por Skype Phonics: h	SU11 L5 Formative: S	SU12 L2 – ¿En qué trabajas? Phonics: j	SU12 L4 – Organicé una visita Phonics:i/e/y	A.R.S L1 – Role-play prep	A.R.S L3 - Formative S Peer	



SU9 L2 – Soy cocinero Set HWK: Universals 9	Phonics: me vs mi SU9 L4 – Tengo que atender a los clientes Grammar: Noun gender for Jobs / Tengo que+inf Check HWK Wk1 Set HWK: Universals 10	SU10 L1 ¿En qué te gustaría trabajar? Check HWK Wk2 Set HWK: Universals 11	trabajar en una oficina Phonics: ci/ce SU10 L3 No me gustaría nada... Check HWK Wk3 Set HWK: Universal 12	Grammar: Me gustaría + inf Phonics: ga/go/gu SU10 L5 Formative: W Check HWK Wk4 Set HWK: Universals 13 <b>HALF TERM</b>	Phonics: ge/gi/j SU11 L2 Ayer llegué tarde Check HWK Wk5 Set HWK: Universals 1	SU11 L4 Comí un bocadillo Grammar: Preterite Check HWK Wk6 Set HWK: Universals 2	Phonics: í as final letter SU12 L1 – ¿Cómo es un día típico? Check HWK Wk7 Set HWK: Universals 3	SU12 L3 – ¿Te gusta tu trabajo? Check HWK Wk8 HWK: Universals 4	Grammar: Present vs Preterite verb endings SU12 L5 – Formative:W Check HWK Wk9 Set HWK: Universals 5	A.R.S L2 -Role-play prep Check HWK Wk10 Set HWK: Role-play	Assessed Role-play <b>L2 – Cultural – Incas in Lat Am</b>
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## Y9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction						Assessment Weeks						
	Pupil induction week	SU1-L1 – Describing your family  SU1-L2 – El pelo castaño	SU1L3 – Mi tia tranquila  SU1L4 – Un padrastro trabajador	SU1L5 – Lleva trenzasFormative W  SU2L1 – Estoy muy enamorado	SU2L2 – Me peleo con mi novia  SU2L3 – Mi pareja es cariñosa	SU2L4 – Mi marido es comprensivo  SU2L5– Mi mujer es feliz Formative:W	SU3L1 – Uso Twitter  SU3L2 – Me encanta Tiktok	SU3L3 – La conexión es mala  SU3L4 – Instragram es aburrido	SU3L5- Me chifla Facebook Formative:S  SU4L1 – Uso mi móvil	SU4L2 – Tengo una tableta  SU4L3 – Es entretenido escuchar música	SU4L4 – Es fácil mandar mensajes  SU4L5 - Paso el tiempo en las redes Formative:W	A.R.SL23 – Role-play prep  A.R.SL24 - Role Play.	A.R.SL25- Formative S Peer Assessed Role-play  L26- Cultural Lesson
Cycle 2							Assessment Weeks						
	SU5 L1 – Me encanta salir con mis amigos  SU5 L2 – Me gusta tocar el piano	SU5 L3– Me gusta cantar en una banda  SU5 L4 – Voy de compras con mis amigas	SU5 L5 – Me gusta mucho leer libros Formative:W  SU6 L1- Me encanta comer legumbres	SU6 L2 – Tomo sopa  SU6 L3 – Quiero un bocadillo	SU6 L4– Una barra de pan  SU6 L5 – Me gusta la tortilla  Formative:S	SU7 L1 – Los deportes  SU7 L2 – Hago atletismo	SU7 L3 Me interesa el patinaje  SU7 L4 – Nadar es bueno	SU7 L5-Juego al baloncesto Formative: W  SU8 L1 –La hora de cenar	SU8 L2 Desayunamos cereales  SU8 L3 – Almuerzo a las doce	SU8 L4 – Salgo de casa a las ocho  SU8 L5 -Me acosté tarde Formative S	A.R.S L1 Writing – analyse a model 40/90-word task  A.R.S L2 Writing – Write your own – assessment practice	A.R.S L1 Writing – Feedback & redrafting 40/90-word task  Phonics: ae  .R.S L2 Writing – Write your own – a Formative W Peer Assessed	L1 – Cultural Lesson 1  L2 – Cultural Lesson 2
Cycle 3							Assessment Weeks						
	SU9 L1 – La tomatina	SU9– Nos tiramos tomates	SU9 L5 – Usando la manguera Formative:S	SU10 L2 Me gustaría ir en avión	SU10 L4 – Ir en tren es incómodo	SU11 L1 Voy a tomar el sol	SU11 L3 Tomaré el sol	SU11 L5 Va ser estupendo Formative:S	SU12 L2 – Las comunidades	SU12 L4 – Frida Kalho	A.R.S L1 – Role-play prep	A.R.S L3 - Formative S Peer	





SU9 L2 – Me divertí mucho	SU9 L4 – Limpiando las calles	SU10 L1 En ruta	SU10 L3 Me relaja viajar en Barco	SU10 L5 Voy en AVE Formative:	SU11 L2 Voy a sacar fotos	SU11 L4 Voy a comer helados	SU12 L1 – Las comunidades indígenas de Mexico	indígenas de Cuba  SU12 L3 – Los efectos del colonialismo	SU12 L5 – Santería Formative:W	A.R.S L2 - Role-play prep	Assessed Role-play  L2 – Cultural –	
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## Y10 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Induction						Assessment Weeks						
Cycle 1	L1 – Pupil induction	Describing your house and rooms	Describing your house and rooms	What you can do where you live	What you can do where you live	Different ways of volunteering	Assessments	Talking about healthy eating	Talking about Healthy eating	Reusing things	Reusing things	Talking about poverty	Talking about poverty
	L2 SB + Listening L3 – SB + Reading	L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do)	L1 SB + Listening L2 SB + Reading L3 Grammar	L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice	L1 SB + Listening L2 SB + Reading L3 Grammar	L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R)		L1 SB + Listening L2 SB + Reading L3 Grammar	L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice	L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 9 + SB 9 Y8	L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R)	L1 SB + Listening L2 SB + Reading L3 Grammar	L4 Gen Conv (I/We) L5 Gen Conv (You do) L6 General conversation practice
							Assessment Weeks						
Cycle 2	L1 – Listening	Travelling to holiday destinations	Talking about regions of Spain	Talking about regions of Spain	Giving opinions about different subjects	Giving opinions about different subjects	Assessments	School and Daily Routines	School and Daily Routines	Options at 16	Options at 16	Talking about different jobs	Talking about different jobs
	L2 SB + Listening L3 – SB + Reading	L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do)	L1 SB + Listening L2 SB + Reading L3 Grammar	L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice	L1 SB + Listening L2 SB + Reading L3 Grammar 5 Y8	L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R)		L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 7 + SB 7 Y8	L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice	L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 9 + SB 9 Y8	L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R)	L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 11 + SB 11 Y8	L4 Gen Conv (I/We) L5 Gen Conv (You do) L6 General conversation practice
C							Assessment Weeks						



Taking about relationships	Talking about relationships	The good and bad of social media	The good and bad of social media	Mobile technology and overuse	Mobile technology and overuse	Mocks	Free time and plans for the weekend	Free time and plans for the weekend	Special Occasion Meals	Special Occasion meals	Talking about sports in the world	Talking about sports in the world
L1 – Listening	L4 – Grammar L5 40-word writing (I do / We do)	L1 SB + Listening	L4 Role-play (model)	L1 SB + Listening	L4 90-word writing (I do / We do)		L1 SB + Listening	L4 S photocard (I do / We do)	L1 SB + Listening	Reusing things	L1 SB + Listening	L4 Gen Conv (I/We)
L2 SB + Listening	L6 40-word writing (You do)	L2 SB + Reading	L5 Role-play (You do)	L2 SB + Reading	L5 90-word writing (You do)		L2 SB + Reading	L5 S Photocard (You do)	L2 SB + Reading	L4 W photocard (I do / We do)	L2 SB + Reading	L5 Gen Conv (You do)
L3 – SB + Reading		L3 Grammar	L6 General Conversation practice	L3 Grammar	L6 Past papers (L&R)		L3 Grammar	L6 General Conversation practice	L3 Grammar	L5 W photocard (You do)	L3 Grammar	L6 General conversation practice



### Y11 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction						Assessment Weeks						
	L1 – Listening L2 SB + Listening L3 – SB + Reading	Extending what you can say about sport L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do) HWK:	Learning about local customs L1 SB + Listening L2 SB + Reading L3 Grammar	Learning about local customs L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice HWK:	Learning about Latin American Culture L1 SB + Listening L2 SB + Reading L3 Grammar	Learning about Latin American Culture L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R)	Assessments	Saying what your house is like L1 SB + Listening L2 SB + Reading L3 Grammar	Saying what your house is like L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice	Talking about amenities in your area L1 SB + Listening L2 SB + Reading L3 Grammar	Talking about amenities in your area L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R)	Charities and Voluntary Work L1 SB + Listening L2 SB + Reading L3 Grammar	Charities and voluntary work L4 Gen Conv (I/We) L5 Gen Conv (You do) L6 General conversation practice
Cycle 2							Assessment Weeks						
	L1 – Listening L2 SB + Listening L3 – SB + Reading	Healthy and Unhealthy Lifestyles L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do)	Ways of protecting the environment L1 SB + Listening L2 SB + Reading L3 Grammar	Ways of protecting the environment L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice	Talking about homelessness L1 SB + Listening L2 SB + Reading L3 Grammar	Talking about homelessness L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R)	Assessments	Holiday Accomodation L1 SB + Listening L2 SB + Reading L3 Grammar	Holiday Accomodation L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice	School rules and uniform L1 SB + Listening L2 SB + Reading L3 Grammar	School rules and uniform L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R)	Choices at 18 L1 SB + Listening L2 SB + Reading L3 Grammar	Choices at 18 L4 Gen Conv (I/We) L5 Gen Conv (You do) L6 General conversation practice
Cycle 3									Assessment Weeks				

