

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.

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.



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 | New learning | Name, Age, Birthday, Hair and eyes, Where do you live and where are you from | Family relationships, Pets. Free time (positives), Free time (negatives) | School subjects, Teachers, Future plans, Cultural Sub-Unit |
| | Revisited learning | Greetings, Numbers | Birthday, Describing hair and eyes, Where do you live | Family relationships, Pets. Free time (positives), Free time (negatives) Name, Age, Birthday, Hair and eyes, Where do you live and where are you from |
| | Additional information | This cycle includes assessments | | This cycle includes a cultural unit of work and assessment practice |
| YEAR 8 | New learning | Technology, Music, Tv shows, Free time in the past | Food, Health, Travel, Festivals. | Local amenities, Recycling, Jobs, Cultural Sub Unit. |
| | Revisited learning | Year 7 Cycle 1: Name age, Birthday, Hair and Eys, Where do you live and where you are from | Year 7 Cycle 2: Family relationships, Pets, Free time (positives), Free time (negatives). | Year 7 Cycle 3: School subjects, Teachers, Future plans. |
| | Additional information | | This cycle includes assessments | This cycle includes a cultural unit of work and assessment practice |
| YEAR 9 | New learning | 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 |
| | Revisited learning | 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 |
| | Additional information | | This cycle includes assessments | This cycle includes a cultural unit of work and assessment practice |
| YEAR 10 | New learning | 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 |
| | Revisited learning | 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 |
| | Additional information | This cycle includes assessments | | This cycle includes a mock exam |
| YEAR 11 | New learning | Extending what you can say about sport Learning | Healthy and Unhealthy lifestyles Ways of protecting the | Revision, Retrieval and Exam preparation |



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|-------------------------------|---|--|--------------------|
| | <p>about local customs Learning about latin american culture Saying what your house is like Talking about amenities in your area Charities and voluntary work</p> | <p>environment Talking about homelessness Holiday accomodation School rules and uniform Choices at 18: Work or University</p> | |
| Revisited learning | <p>Year 10 Cycle 2: 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</p> | <p>Year 10 Cycle 3: 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</p> | |
| Additional information | <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 |
|----|---|--|---|---|--|---|---|---|---|---|---|--|--|
| C1 | 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 |
| C2 | | | | | | | 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 |
| C3 | | | | | | | 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 |
|-----------|--|--|---|--|---|---|--|--|--|--|---|---|--|
| C1 | Induction | | | | | | Assessment Weeks | | | | | | |
| | SU1-L1 – Chateo con mis amigos SU1-L2 – Descarga aplicaciones HWK: Universals 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: Universals 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 |
| C2 | | | | | | | Assessment Weeks | | | | | | |
| | 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 – 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 W Peer Assessed | A.R.SL25- Formative S Peer Assessed Role-play – South America |
| C3 | | | | | | | Assessment Weeks | | | | | | |
| | SU9 L1 – Mi trabajo Phonics: j SU9 L2 – Soy cocinero Set HWK: Universals 9 | SU9 – Tengo que limpiar habitaciones 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 | SU9 L5 – Formative:S Phonics: qu/co/ca SU10 L1 ¿En qué te gustaría trabajar? Check HWK Wk2 Set HWK: Universals 11 | SU10 L2 – Me gustaría trabajar en una oficina Phonics: ci/ce SU10 L3 – No me gustaría nada... Check HWK Wk3 Set HWK: Universals 12 | SU10 L4 – Me gustaría ser policía Grammar: Me gustaría + inf Phonics: ga/go/gu SU10 L5 – Formative:W Check HWK Wk4 Set HWK: Universals 13 HALF TERM | SU11 L1 – ¿Qué ta layer en el trabajo? Phonics: ge/gi/j SU11 L2 – Ayer llegué tarde Check HWK Wk5 Set HWK: Universals 1 | SU11 L3 – Primero hablé por Skype Phonics: h SU11 L4 – Comí un bocadillo Grammar: Preterite Check HWK Wk6 Set HWK: Universals 2 | SU11 L5 – Formative:S Phonics: í as final letter SU12 L1 – ¿Cómo es un día típico? Check HWK Wk7 Set HWK: Universals 3 | SU12 L2 – ¿En qué trabajas? Phonics: j SU12 L3 – ¿Te gusta tu trabajo? Check HWK Wk8 HWK: Universals 4 | SU12 L4 – Organicé una visita Phonics: i/e/y Grammar: Present vs Preterite verb endings SU12 L5 – Formative:W Check HWK Wk9 Set HWK: Universals 5 | A.R.S L1 – Role-play prep A.R.S L2 – Role-play prep Check HWK Wk10 Set HWK: Role-play | A.R.S L3 – Formative S Peer Assessed Role-play L2 – Cultural – Incas in Lat Am | |



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 |
|----|--|--|--|--|--|--|---|--|---|---|---|---|---|
| C1 | 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 trenzas 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 – Instagram 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 |
| C2 | | | | | | | 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 – Formative W Peer Assessed | L1 – Cultural Lesson 1 L2 – Cultural Lesson 2 |
| C3 | | | | | | | Assessment Weeks | | | | | | |
| | SU9 L1 – La tomatina SU9 L2 – Me divertí mucho | SU9– Nos tiramos tomates SU9 L4 – Limpiando las calles | SU9 L5 – Usando la manguera Formative:S SU10 L1 En ruta | SU10 L2 Me gustaría ir en avión SU10 L3 Me relaja viajar en Barco | SU10 L4 – Ir en tren es incómodo SU10 L5 Voy en AVE Formative: | SU11 L1 Voy a tomar el sol SU11 L2 Voy a sacar fotos | SU11 L3 Tomaré el sol SU11 L4 Voy a comer helados | SU11 L5 Va ser estupendo Formative:S SU12 L1 – Las comunidades indígenas de Mexico | SU12 L2 – Las comunidades indígenas de Cuba SU12 L3 – Los efectos del colonialismo | SU12 L4 – Frida Kalho SU12 L5 – Santería Formative:W | A.R.S L1 – Role-play prep A.R.S L2 -Role-play prep | A.R.S L3 - Formative S Peer Assessed Role-play L2 – Cultural – | |



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 |
|-----------|--|---|---|---|--|--|---|---|--|---|--|--|--|
| C1 | Induction | | | | | | Assessment Weeks | | | | | | |
| | L1 – Pupil induction L2 SB + Listening L3 – SB + Reading | Describing your house and rooms L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do) | Describing your house and rooms L1 SB + Listening L2 SB + Reading L3 Grammar | What you can do where you live L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice | What you can do where you live L1 SB + Listening L2 SB + Reading L3 Grammar | Different ways of volunteering L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R) | Assessments | Talking about healthy eating L1 SB + Listening L2 SB + Reading L3 Grammar | Talking about Healthy eating L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice | Reusing things L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 9 + SB 9 Y8 | Reusing things L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R) | Talking about poverty L1 SB + Listening L2 SB + Reading L3 Grammar | Talking about poverty L4 Gen Conv (I/We) L5 Gen Conv (You do) L6 General conversation practice |
| C2 | | | | | | | Assessment Weeks | | | | | | |
| | Travelling to holiday destinations L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do) | Talking about regions of Spain L1 SB + Listening L2 SB + Reading L3 Grammar | Talking about regions of Spain L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice | Giving opinions about different subjects L1 SB + Listening L2 SB + Reading L3 Grammar 5 Y8 | Giving opinions about different subjects L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R) | Assessments | School and Daily Routines L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 7 + SB 7 Y8 | School and Daily Routines L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice | Options at 16 L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 9 + SB 9 Y8 | Options at 16 Reusing things L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R) | Talking about different jobs L1 SB + Listening L2 SB + Reading L3 Grammar HWK: Universals 11 + SB 11 Y8 | Talking about different jobs L4 Gen Conv (I/We) L5 Gen Conv (You do) L6 General conversation practice | Travelling to holiday destinations L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do) |
| C3 | | | | | | | Assessment Weeks | | | | | | |
| | Talking about relationships L1 – Listening L2 SB + Listening L3 – SB + Reading | Talking about relationships L4 – Grammar L5 40-word writing (I do / We do) L6 40-word writing (You do) | Future Plans L1 SB + Listening L2 SB + Reading L3 Grammar | Future Plans L4 Role-play (model) L5 Role-play (You do) L6 General Conversation practice | Mobile technology and overuse L1 SB + Listening L2 SB + Reading L3 Grammar | Mobile technology and overuse L4 90-word writing (I do / We do) L5 90-word writing (You do) L6 Past papers (L&R) | Mocks | Online Activities L1 SB + Listening L2 SB + Reading L3 Grammar | Online Activities L4 S photocard (I do / We do) L5 S Photocard (You do) L6 General Conversation practice | Free time L1 SB + Listening L2 SB + Reading L3 Grammar | Free time Reusing things L4 W photocard (I do / We do) L5 W photocard (You do) L6 Past papers (L&R) | Eating out L1 SB + Listening L2 SB + Reading L3 Grammar | Eating out L4 Gen Conv (I/We) L5 Gen Conv (You do) 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 |
|-----------|--|--|---|---|---|---|-------------------------|--|---|--|--|---|--|
| C1 | 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 |
| C2 | | | | | | | Assessment Weeks | | | | | | |
| | Relationships L1 – Listening + Reading L2 General Convo L3 – 90 I DO and WE DO | Relationships L4 – 90 YOU DO and live marking Environment L1 – Listening + Reading L2 General Convo | Environment L3 – 90 I DO and WE DO L4 – 90 YOU DO and live marking Charity work L1 – Listening + Reading | Charity work L2 General Convo L3 – 90 I DO and WE DO L4 – 90 YOU DO and live marking | School subjects L1 – Listening + Reading L2 General Convo L3 – 90 I DO and WE DO | School subjects L4 – 90 YOU DO and live marking Jobs L1 – Listening + Reading L2 General Convo | Assessments | Jobs L3 – 90 I DO and WE DO L4 – 90 YOU DO and live marking Options post-16 L1 – Listening + Reading L2 General Convo | Options post-16 L3 – 90 I DO and WE DO L4 – 90 YOU DO and live marking Free time L1 – Listening + Reading L2 General Convo | Free time L3 – 90 I DO and WE DO L4 – 90 YOU DO and live marking Revision L1 – Listening L2 – Reading | Revision L3 – Speaking L4 – High stakes assessment writing L1 – Listening | Revision L2 – Reading L3 – Speaking L4 – High stakes assessment writing | Revision L1 – Listening L2 – Reading L3 – Speaking |