

Languages and Culture Department:

Spanish, Mandarin, Teaching English as a Foreign Language (TEFL) and Community Languages.

“Speaking one language allows us to live and communicate in our world. Speaking other languages opens the door to undiscovered ones, where there are no limits to possibilities, life experiences and the potential to seize global opportunities.”

Vanessa Priest. Executive Director of Learning for Languages and Culture

Vision:

“To instil, in all pupils, a love for languages and an appreciation of their relevance and importance in an increasingly globalized society”.

Rationale:

In The Languages and Culture Department at Lyng Hall, we believe our students to be Global Citizens that deserve a World Class education. Students develop lifelong language skills, which will enable them to communicate in Spanish, Mandarin and first, second and third other languages and use that literacy and language learning to support their learning in subjects across the curriculum. Scientific studies demonstrate that studying another language has a positive impact on brain development and functioning.

Aims:

- To provide opportunities for learners to communicate effectively, confidently, in English and another foreign language.
- To build lifelong linguist skills for practical use in a multi lingual world.
- To develop curriculums and offer qualifications that ensure every student succeeds in languages
- To widen pupils learning experiences and skills beyond academia with extracurricular cultural activities
- To inspire students to extend and pursue language learning outside the classroom
- To nurture confident and happy learners that embrace and share their own language and cultural experiences.
- To establish mutual respect and appreciation for the cultural aspects of different countries, ethnicities and languages,
- To prepare young people, through their knowledge of languages and appreciation of foreign cultures, to be and continue to grow as happy successful global citizens.

1. Introduction and Context

The directorate continually develops and improves Spanish, Mandarin and TEFL Curriculums that provides opportunities for all pupils to access a variety of language learning and develop transferable skills at KS3 and into KS4, if chosen as an option subject.

We actively promote the importance of language learning by demonstrating its relevance and how language skills can improve outcomes in all subjects and in future lives.

By planning and delivering engaging, challenging language lessons students acquire Language, literacy and communication skills that enhance creativity, memory, problem solving and critical thinking skills.

Layering and scaffolding the learning, focuses teaching on strengthening, securing knowledge of grammar, tenses, language learning strategies and communication techniques.

Classroom activities cultivate the ability to compare and contrast, draw conclusions, to gather, analyse and assess information, and to foster observational skills.

Throughout each stage of learning, students focus on retaining, recalling and reusing the vocabulary, grammar and verb conjugations they have learnt in different contexts, situations and topic areas.

Cross-curricular learning is promoted within Spanish and Mandarin curriculums. In addition to Spanish and Mandarin language learning, students acquire transferable skills to support progress in other National curriculum subjects.

In TEFL classes, English language development is the consistent learning theme in every lesson regardless of the subject being delivered. It is the core learning aim, set within the TEFL specific, mainstream subjects, curriculum plans.

Embedded in each of the directorate subject curriculums are opportunities for students to gain CIAG – Employability skills and ensure SMSC. Through lesson activities, projects, extra-curricular events, trips and guest speakers.

Monitoring of the curriculum and pupil progress is conducted through journal and assessment book audits, learning walks, observations, meeting time and one to one discussion.

The Languages and Culture Department actively encourages learners to deepen and share their understanding of culture, history and life, expanding their appreciation of human and cultural diversity.

The department consists of Executive Director of Languages and Culture who teaches all years, leader of learning for Spanish (started as an ECT with the EDOL as mentor), Leader of Learning for TEFL. Mandarin Teacher and TEFL teacher. These have been the same staff for a number of years. The consistency in staff has a notable positive impact of pupils progress, behaviour and the strength of the directorate in the school.

The languages and culture directorate encompasses 3 individual and differing subject areas, all with the common theme of improving language acquisition of English, Spanish, Mandarin and Community Languages.

A clearly written and well-structured long-term curriculum plan is now complete for all subjects, Spanish, Mandarin and TEFL, ensuring adherence to and fulfilling National curriculum requirements. The long-term plan plainly sets out the half termly modules years 7-11. The context and objectives, the powerful learning and language skills that students are expected to attain are concise and easy to follow.

Pupil work is completed in daily use learning journals, with clear marking and progress assessments, and 'Purple' assessment books are used for summative assessments each half term or at the end of units. The content of the learning journals become sources for revision, relearning and a vital reference to support future learning.

Spanish:

A curriculum journey has been developed, shared with pupils and parents, and provides a clear sequence of learning topics, highlighting the key knowledge to be learnt and how language acquisition develops and builds over time

The long-term plan forms the basis of medium- and short-term planning, with individual lesson planning annotated for the specific needs of the different class sets, according to the progress they have made and the support they require

Lessons are delivered in a creative and engaging manner, mixing traditional grammar and vocabulary learning with active participation activities that bring language alive and provide opportunities for students to demonstrate their learning in a fun and creative way.

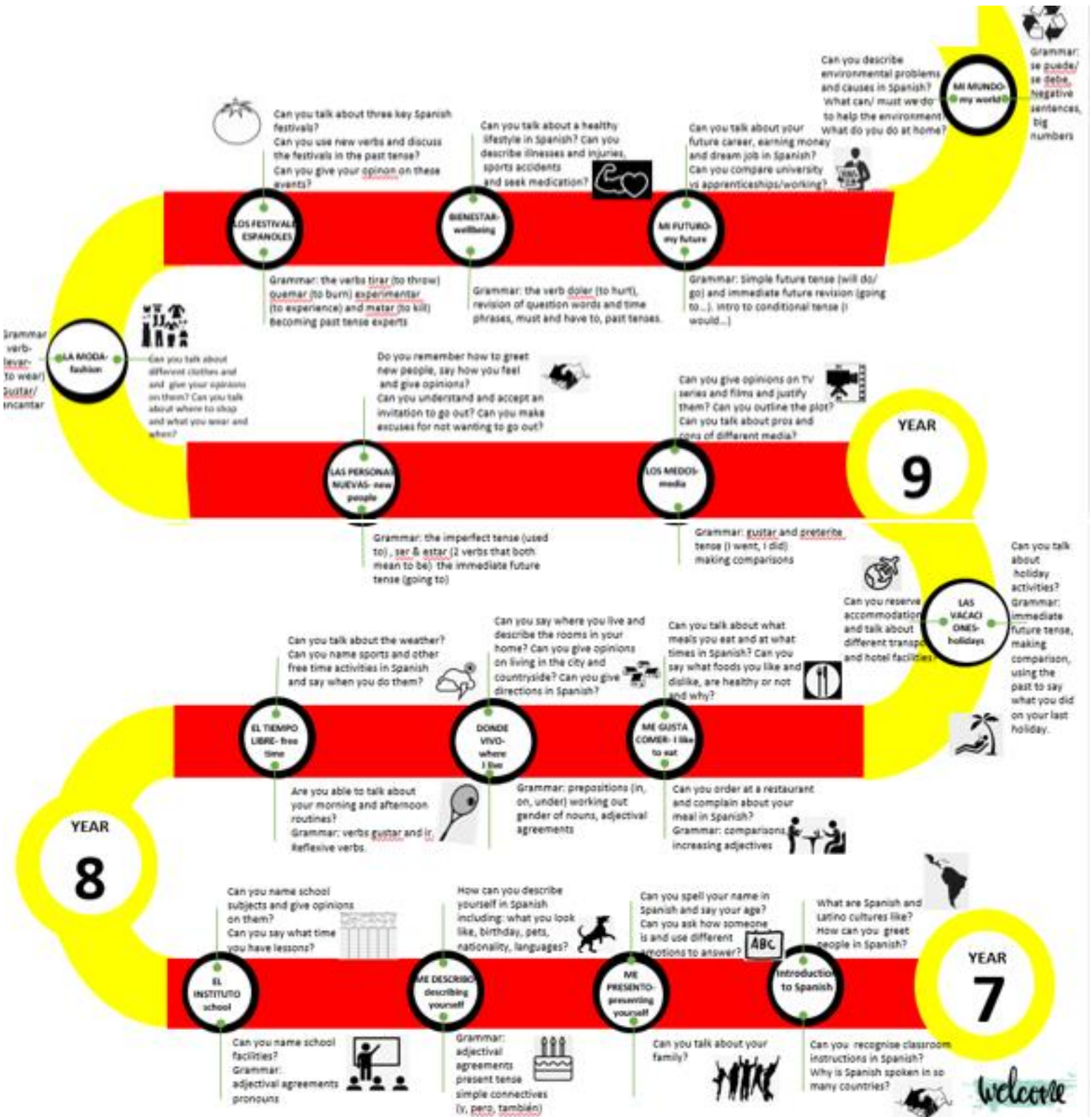
Individual lesson planning has been fine-tuned over a number of years and are prepared using PPT as the basis, with adaptations made according to the needs each class. However, all classes, regardless of set are taught following the same curriculum. The setting of classes according to English and Maths ability does not necessarily reflect their ability in MFL.

Many students at LH already speak another language other than English and are able to transfer their secure language skills successfully regardless of class settings.

Spanish lessons ensure an inclusive learning environment where students of all abilities and needs are able to access the learning and feel positive about their success.

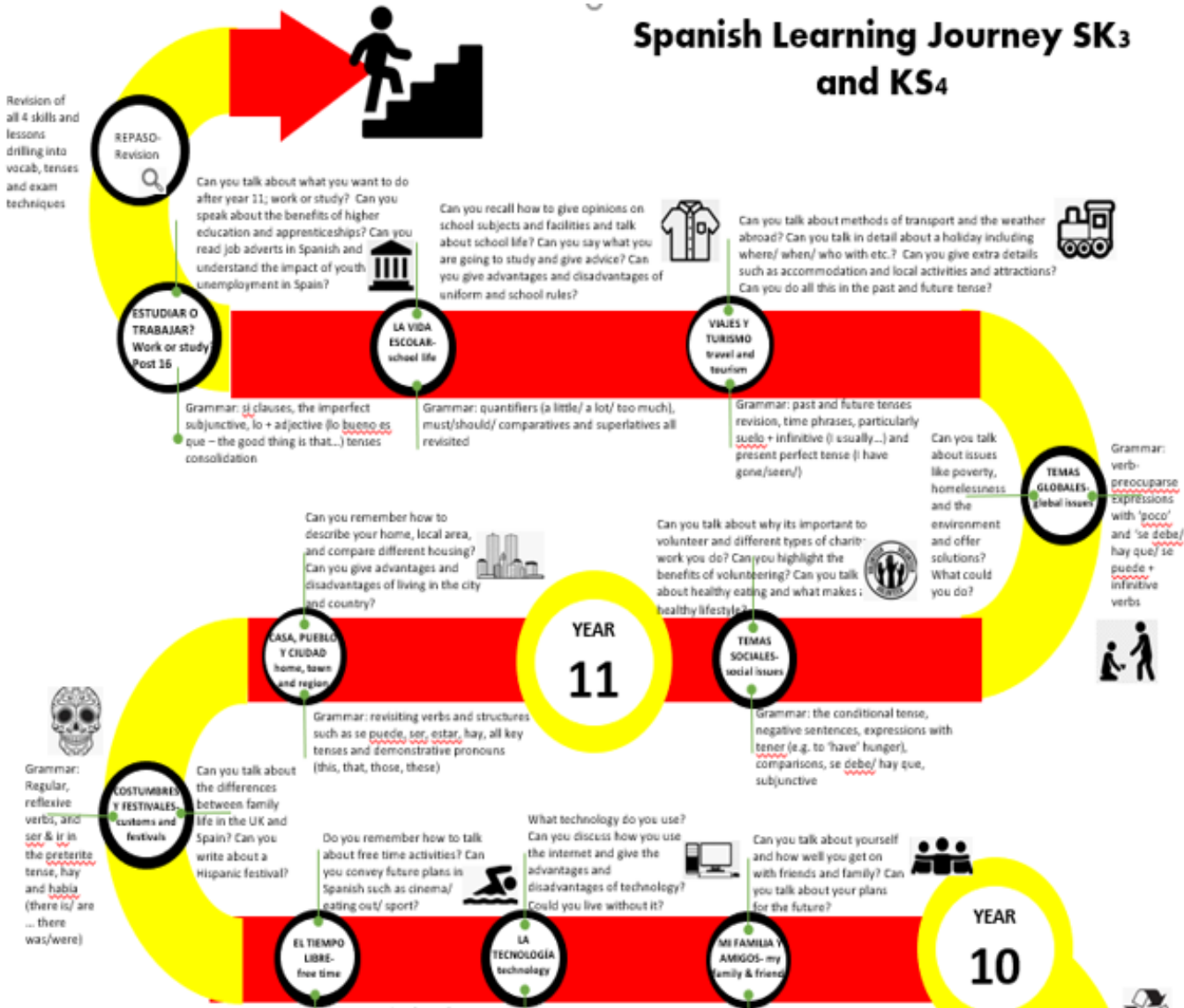
Lessons are clearly structured with established classroom routines and expectations on behaviour and participation. Focus is given on celebrating individual achievements and for students to leave the class feeling positive and having enjoyed their learning.

KS3 Spanish Curriculum Journey:



'One language sets you in a corridor for life. Two languages open every door along the way.'

Spanish Learning Journey SK3 and KS4



GCSE Spanish course guide:

There are 4 elements to the learning, each worth 25% of the final grade.

01

Listening

F: 35 minutes + 5 mins reading
H: 45 minutes + 5 mins reading

02

Speaking

F: 7-9 minutes + 12 minutes prep time
H: 10-12 minutes + 12 minutes prep time

03

Reading

F: 45 minutes
H: 1 hour

04

Writing

F: 1 hour
H: 1 hour 15 minutes

You have the option of taking Foundation (Grades 1-5) or Higher (Grades 4-9)

You don't have to be equally skilled in all 4 areas in order to achieve!

Mandarin:

Mandarin teaching and learning are delivered as part of the Mandarin Excellence Programme (MEP) from the British Council with Institute of Education UCL.

Schools are selected to deliver one funded class per year as part of the MEP. Year 6 pupils from Primary feeder schools are invited and selected according to a number of factors, not necessarily only academic progress in SAT's. As a result, the 'M' classes are often mixed ability classes and streamed differently to the other classes in the year. Ensuring that other subjects take account for the range of abilities in their subject is important.

All students on the Mandarin Excellence Programme receive four hours of teacher-taught classroom lessons each week. This contributes towards a programme of eight hours of study per week, consisting of a combination of teacher taught classroom lessons, Period 6 after-school teaching, self-study and intensive study courses.

At KS3 and KS4 teaching and learning follows a MAT wide curriculum path, developed and adapted from the MEP nominated text book curriculum at KS3 and the GCSE Mandarin curriculum at KS4.

Lesson planning focuses on building key knowledge and skills specific to Mandarin ensuring a solid foundation of Mandarin phonics, tones, basic strokes of character writing, measure words.

Activities reinforce the habit of writing characters with correct stroke orders by delivering step-by-step guides, video exemplars of stroke order, and practice activities.

The blend of character identification with pinyin (English lettering) in reading texts, facilitates comprehension of reading materials and builds confidence to remove pinyin as character knowledge becomes increasingly secure.

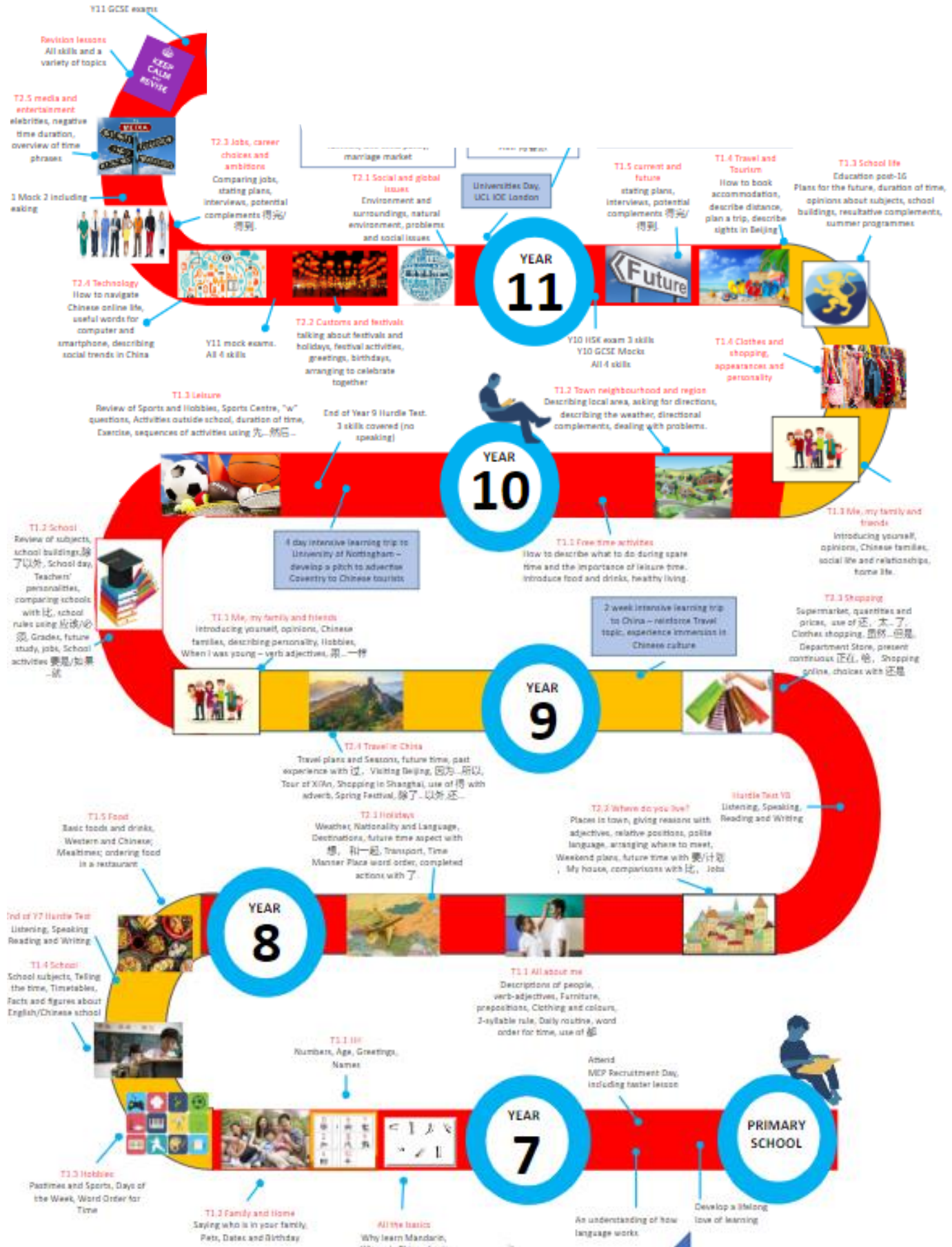
Repetition, revision and recall are essential to Mandarin language acquisition, providing strategies through lesson delivery requires creative and engaging activities.

Use of technology, language learning apps and online resources is supporting individualised learning and practice outside the classroom with Go Chinese.

Mandarin language learning is further secured in the wider context of cultural appreciation through

- intensive learning days
- MEP conferences
- visits to China Town in Birmingham
- online partnership projects with Chinese universities
- year 9 residential study trip to China.

KS3 & KS4 Mandarin Curriculum Journey:



TEFL:

TEFL was created in response to a growing number of EAL pupils that enrolled in the school who were unable to speak English. Many students have been affected by life trauma, have little or no formal education and been subjected to distress and upheaval due to conflict or socio-economic reasons.

As a result, we recognised as a school that we needed to provide specific and targeted English language learning to build skills for communication and understanding, with the aim that TEFL pupils would be able access the curriculum in mainstream teaching classes. This is very much a blended and individual approach, where a curriculum pathway is tailored to the individual needs of the pupil.

It is no longer enough to simply teach the English language as this does not give the same access to build a broad base of knowledge in Maths, Science, Music, Art for example, as pupils in mainstream.

Feedback from a deep dive of TEFL and EAL provision by HMI EAL specialist David Rzeznik stated that:

- The leadership of TEFL/EAL provision is strong. The EDOL languages and TEFL/EAL provides very effective oversight of the department's work. She has a good grasp of what is working well and what must be improved.
- The curriculum provided for TEFL/EAL pupils has been well thought out. Provision is strong and effective.
- The programmes of study followed in TEFL 1 and 2 classes are clear, coherent and progressive. They ensure that pupils acquire the necessary communication and linguistic skills to prepare them for future school life.

Lessons are delivered by two EAL/TEFL qualified teachers with mainstream subject specialist teachers for parts of the curriculum such as PE or catering.

We have created and deliver subject specific curriculums, with emphasis on strengthening English acquisition. Once sufficient English language understanding and communication is assessed to have been achieved, TEFL students are blended into mainstream subject classes where they demonstrate sufficient skills to access the national curriculum requirements. Some continue partially in TEFL classes, others move onto a full-time mainstream timetable.

All TEFL curriculum is designed around literacy and numeracy. From Phonics, Lexia, Flash Academy, Reading wise, MyOn to subjects (English Language, Literature, Maths, History, Geography and Science) the literacy and numeracy are our focus.

With use of language learning techniques and Talk4writing we introduce everyday language and subject specific language with emphasis on communication skills in TEFL1 and writing competency in TEFL2.

Teachers EAL specialism and skill have identified a wider breadth of educational needs, resulting in the creation of original and pupil centred curriculums in mainstream subject areas along with those that teach cultural knowledge and British values for life in school and the wider community.

This year students have participated in:

- Mandarin Intensive Learning Days -Chinese New Year cultural activities
- Birmingham China Town Trip – Orienteering, language quiz and Chinese meal
- 11-day Residential study trip to Shanghai, China – year 9
- Online Tourism Project with Chinese universities and Chinese students -year 10
- Nottingham University MEP Conference- year 10
- TEFL visit to London Landmarks
- Spanish Intensive Learning Day at Warwick University – year 8 'Routes into Languages'
- TEFL – One of us
- TEFL Peel Project – visit to police station and presentation

Spanish Year Curriculum Plan

Module	Context/Objectives	Powerful Learning	Language skills	Key questions	Misconceptions	Assessment
Introduction to Spanish	<ul style="list-style-type: none"> Learning about Spanish-speaking people and culture Recognising and using greetings Understanding classroom instructions Learning the alphabet and numbers 1-30 	<ul style="list-style-type: none"> Phonics in Spanish Introduction to masculine and feminine nouns 	<ul style="list-style-type: none"> Learning to pronounce vowels and other sounds Using phonic sounds to complete basic dictation tasks 	<p>Why are languages important? Which countries speak Spanish?</p> <p>Key Spanish questions to be able to ask and answer:</p> <p>Como estás? Cómo te llamas? Cuando es tu cumpleaños? Cuántos años tienes?</p>	<p>Vowel sounds being different in Spanish and English</p> <p>Combinations of letters creating different sounds in Spanish</p> <p>The sounds of new letters students have not come across before such as the Spanish LL</p>	Baseline assessment
Me Presento	<p>Talking about yourself</p> <ul style="list-style-type: none"> Spelling names using alphabet from topic 1 Learning numbers 1–100 Talking about family members 	<ul style="list-style-type: none"> Definite and indefinite articles The verbs <i>tener</i> and <i>ser</i> and <i>estar</i> Nouns, gender and verbs Infinitive verb ending AR, ER, IR 	<ul style="list-style-type: none"> Recording vocabulary accurately Learning how to be an independent learner by using knowledge organisers to complete and check tasks Memory games – (snakes and ladders/ splat) 	<p>¿Como te llamas? ¿Como se escribe? ¿Cuántos...? ¿Como es tu familia? What is a verb? What is an infinitive verb? When do you use SER or ESTAR? How do we use the irregular verb tener and what are its forms?</p>	<p>Not all verbs follow the same rules. Some verbs are irregular and do not follow the same pattern as regular verbs. Nouns can be masculine or feminine, unlike in English. Articles must match the gender of the noun. There are 2 verb for to be. Know when to use each one.</p>	<p>Reading and writing assessment (family and friends)</p> <p>Dictation and grammar gap fill purple book tasks</p>
Me Describo	<p>Describing yourself</p> <ul style="list-style-type: none"> Saying dates and birthdays Describing pets Giving your nationality and saying what languages you speak Describing yourself and others physically and 	<ul style="list-style-type: none"> Possessive adjectives Adjectival agreement Working out grammar rules Present tense of regular verbs Acceleration in vocabulary development in Spanish with focus 	<ul style="list-style-type: none"> When not to use capital letters Pronouncing the Spanish 'c' Using quantifiers Extending sentences using simple connectives Working out grammar rules from a pattern Describing in 	<p>¿Qué es la fecha hoy? ¿Cuándo es tu cumpleaños? ¿Tienes animales? ¿De donde eres? ¿Qué hablas? ¿Cómo eres? What is an adjective? What is a possessive adjective? Why do the spellings of</p>	<p>Y is pronounced ee Adjectives follow the noun There are exceptions – big, small, best, worst Pero is but, Perro is dog. No need to use Spanish pronouns with verb conjugations unless clarifying the subject.</p>	<p>Translation of a paragraph from Spanish to English</p> <p>Dictation and grammar gap fill focused on adjectival agreements and M/F nouns</p>

	personalities	on key nouns and adjectives useful in a wide range of topics	Spanish	adjectives change dependent on who you are talking about? What are 1st, 2nd, 3rd person pronouns in Spanish and English.		
El Insti	School <ul style="list-style-type: none"> Talking about school subjects and your opinions of them Saying what the time is and when your lessons are Talking about what there is in your school Talking about your school uniform and your opinion of it 	<ul style="list-style-type: none"> Verbs and adjectival agreement The verbs <i>tener</i> and <i>ser</i> with telling the time Verbs in the present tense The use of subject pronouns in Spanish -ar verbs -negatives widening range of adjectives and ability to give opinions 	<ul style="list-style-type: none"> Working out meanings from cognates between Spanish and English Learning vocabulary <i>desde...hasta</i> (from...to...) Where to put the emphasis in spoken Spanish manipulating a wider range of verbs in Spanish 	¿Qué estudias? ¿Qué te gusta estudiar? ¿Qué hora es? What is a pronoun? How can you use your English skills to work out the meaning of Spanish words? How do you form negatives in Spanish? What is your school like? What are the positives and negatives of school uniform?	The verb <i>gustar</i> is conjugated in the 3 rd person as it is thing you are liking that is the subject of the sentence. Me gusta not me gusto = I like Use 3 rd person plural of SER = son with time eg. They are 6 o'clock not it is 6 o'clock.	Reading and writing – school life, uniform and lessons Speaking practice- reading 50 words aloud in Spanish to the teacher about school life. End of year 7 overall assessment
El Tiempo libre	Sport and leisure activities <ul style="list-style-type: none"> Talking about weekend activities and free time Talking about the weather Saying what you do in the morning Talking about what you do after school Practicing telling the time 	<ul style="list-style-type: none"> The radical-changing verb <i>jugar</i> (ue) A wide range of opinion phrases- me mola/me flipa/me fastitia/me molesta as well as me gusta and me encanta Patterns in radical-changing verbs Reflexive verbs The verbs <i>ir</i>, <i>hacer</i> and <i>jugar</i> in infinitives and present tense as well as a range of daily routine verbs 	<ul style="list-style-type: none"> Recognising and using idioms with the verb <i>hacer</i> Using sequencing to add interest and cohesion to what you write and say Practicing using the time, weather and free time verbs together – along with opinion phrases Using sequencing to add interest and cohesion to what you write and say – words such as 'firstly, then, after, finally' 	¿Qué tiempo hace? ¿Qué te gusta hacer en tu tiempo libre? ¿Cómo es un día típico para ti? ¿Qué haces después tu día escolar? ¿Qué haces el fin de semana? What is a reflexive verb and how do you form it? What are the verb endings for AR present tense verbs? What irregular verbs do you know?	Use <i>hacer</i> =to do with weather terminology as well as is. Me gusta not me gusto = I like Me gustan with plurals. Reflexive verbs follow the same verb conjugation patterns but must have me, te, se. They are verb that you do to yourself. Some verbs are irregular and have patterns within the same irregular verbs eg IR = Voy I go SER = Soy I am ESTAR = estoy	Reading paragraphs and answering comprehension questions Grammar and dictation tasks Writing on free time activities including justified reasons

<p>Dónde vivo yo</p>	<p>Where you live</p> <ul style="list-style-type: none"> Using the verb to live with a range of accommodation Giving and understanding directions Rooms in the house Describing your bedroom Giving your opinion of the region where you live and what there is to do there 	<ul style="list-style-type: none"> Differentiating between <i>ser</i> and <i>estar</i> is very prominent in this unit Simple imperatives (directions) Prepositions Deep knowledge of the verb <i>vivir</i> and recognising/ forming the different present tense forms 	<ul style="list-style-type: none"> Pronouncing cognates correctly Extending sentences using frequency adverbs Improving speaking and writing with adjectives Working out gender of new words and agreeing nouns and adjectives multiple times in single sentences. 	<p>¿Dónde vives? Location/accom ¿Vives en una casa o un piso? ¿Cómo es tu casa? ¿Cómo es tu habitación? ¿Por que te gusta tu region? What is a preposition? What language strategies can you use to work out the meaning of Spanish word? What information can you give about where people live? How can you identify a masculine or feminine noun?</p>	<p>Adjectives must agree with the noun. Some nouns look like they are feminine but are actually masculine eg un problema Adverbs of frequency are at the start of sentences. Hay- one word means 'there is' in Spanish</p>	<p>Reading and writing (describing types of accommodation, places in the town, rooms in a house)</p> <p>Speaking-short photo card activity which students can pre-plan</p>
<p>Me gusta comer</p>	<p>Eating and drinking</p> <ul style="list-style-type: none"> Different types of food Saying what you eat at different mealtimes Talking about food you like and dislike; saying what is healthy Asking for food in a café Going out, ordering food, complaining 	<ul style="list-style-type: none"> Nouns and verbs (to talk about mealtimes) <i>más que</i> and <i>menos que</i> <i>tengo hambre</i> and <i>tengo sed</i> Using <i>tú</i> and <i>usted</i> Using <i>ir a</i> Adjectives and <i>se come mucho</i> 	<ul style="list-style-type: none"> How to remember words 	<p>¿Cuándo comes por el desayuno? ¿Qué te gusta comer? ¿Es buena para la salud? ¿Quiero pedir...? What is a comparative phrase? What verbs are used when talking about meal times? What phrases can be used to make comparisons? When would you use <i>tú</i> or <i>usted</i>?</p>	<p>Use TENER = to have when talking about being hungry and thirsty not I am Ir + a an infinitive = future. Don't forget the a</p>	<p>Baseline and reading and writing assessment</p> <p>Photo card practice here or in next topic of holidays</p>

<p>Las vacaciones</p>	<p>Holidays</p> <ul style="list-style-type: none"> Talking about means of transport Discussing accommodation and facilities Making a reservation Talking about holiday activities 	<ul style="list-style-type: none"> The immediate future tense The present tense Comparisons Formal and informal language (tú and usted) Forming and using adverbs Using a dictionary effectively Questioning words 	<ul style="list-style-type: none"> Creating a dialogue from a model Working out and comparing detail Recreating own formal and informal dialogues Using a number of verbs in the present and immediate future tenses Answering questions about holiday plans without support Revising and adapting previous knowledge Using language learning strategies to work out meaning 	<p>¿Adónde vamos? ¿Cómo viajas? ¿Dónde te alojas? ¿Puedo reservar..? ¿Qué haces durante las vacaciones?</p> <p>What is the difference between formal and informal?</p>	<p>You will never find conjugated verbs in the dictionary eg is. You have to use the verb section and look for the infinitive and use the verb tables.</p>	<p>Reading, writing (60-90 words pre-planned) and listening assessment. Photo card practice if not done in previous topic.</p>
<p>Lo pasaste bien</p>	<p>Talking about the past</p> <ul style="list-style-type: none"> Saying what can/can't be done in your region and why Saying what the weather was like Talking about free time activities in the past tense Giving your views in a past holiday 	<ul style="list-style-type: none"> The expression (<i>no se puede</i>) The verb <i>ir</i> in the preterite The preterite of regular verbs Opinions in the preterite tense 	<ul style="list-style-type: none"> Avoiding repetition of common vocabulary Linking sentences to avoid repetition Writing about someone else Improving spoken and written work 	<p>¿Qué se puede hacer? ¿Qué hiciste? ¿Adónde fuiste? ¿Lo pasaste bien?</p> <p>What is the preterite tense? How do you conjugate regular present tense verbs in the preterite tense? When and why would you use poder (se puede/se pueden)?</p>	<p>Se puede mean one can, formal 2nd person, BUT it is conjugated the same as 3rd person.</p> <p>One is the same as we say 'you', when we don't know who the you is. For example in Coventry you can go swimming.</p>	<p>Topic embedded in holidays</p> <p>End of year 8 overall assessment</p>
<p>La vida techno</p>	<p>The media</p> <ul style="list-style-type: none"> Talking about different media based activities – saying what you like to watch on TV and why Talking about the type of films you like and why Describing what a film is about Describing advantages and disadvantages of different types of 	<ul style="list-style-type: none"> Words of frequency Using <i>gustar</i> to say what other people like The preterite tense Asking and answering questions <i>lo bueno</i> and <i>lo malo</i> 	<ul style="list-style-type: none"> Pairwork Carrying out a survey Looking up verbs in a dictionary Independent learning Presenting and defending a point of view 	<p>¿Qué tipo de tecnología usas? ¿Qué prefieres ver por la televisión? ¿Qué tipo de película te gusta? ¿Qué pasó en la película? ¿Cuál es tu opinión de...?</p> <p>What words can you use to describe the frequency of an event/how often something happens?</p>		<p>Baseline + reading + writing assessment. Grammar gap fill and dictation</p>

	media			What are the 5 main questioning words?		
Las personas nuevas	<ul style="list-style-type: none"> • Meeting new people • Greetings and Introductions • Saying how you feel • Invitations to go out • Buying cinema tickets • Making excuses 	<ul style="list-style-type: none"> • Imperfect tense • <i>Ser_ and estar</i> • <i>Me llevo bien/mal</i> • <i>Conmigo/tigo con/él/ella</i> • Personal <i>a</i> • <i>Voy a</i> 	<ul style="list-style-type: none"> • Greeting formally and informally • Pronouncing <i>rr/r</i> and <i>ñ</i> • False friends • Revising opinions • Pronouncing <i>l</i> and <i>ll b</i> and <i>v</i> • Making excuses • Responding politely • Dictionary skills • Pronouncing vowel sounds 	<p>¿Qué tal? ¿Cómo estás en este momento? ¿Quieres venir a ? ¿Puedo comprar dos billetas? ¿Dónde vas? When do you use ser or estar? What are the verb ending for AR verbs in the imperfect tense?</p>	<p>Voy + a + infinitive = Immediate future tense. I am going to + verb. Voy + a + noun = present tense</p>	<p>Reading and listening assessment + 50 words read aloud</p>
La Moda	<p>Fashion</p> <ul style="list-style-type: none"> • Talking about clothes and your opinions of them • Places to buy clothes • Describing what you wear when 	<ul style="list-style-type: none"> • <i>Llevar</i> • <i>Gustar</i> • Imperfect tense • Demonstrative adjectives • Comparatives and superlatives 	<ul style="list-style-type: none"> • Transferring previous knowledge • Cognates • Working out vocabulary from previous context • Spanish clothes and shoe sizes • Making choices and evaluating options • Listening to longer texts • Speaking in shops • Understanding and producing descriptions 	<p>¿Qué llevas? ¿Qué piensas de tus ropas? ¿Es de que tiempo? ¿Es más o menos + adjective? How do you use comparatives? What is a comparative/superlative?</p>	<p>My, your, his and hers. Remember plural objects has plural possessive adjectives. Mi > mis. Gusta/gustan not gusto</p>	<p>Writing approx 60-90 words from memory - building skills towards the GCSE</p>

<p>Los festivales españoles</p>	<p>Spanish festivals</p> <ul style="list-style-type: none"> Studying three key festivals that appear in the GCSE Talking in the past tense Gaining key vocabulary on festivals Giving more complex opinions 	<ul style="list-style-type: none"> <i>Conjugating verbs in the past tense and getting used to doing so independently</i> Exposing them to a wider variety of verbs Learning topic specific verbs and vocabulary on festivals Opinions in the past Securing knowledge and use of preterite 	<ul style="list-style-type: none"> Justifying opinions Adapting previous learnt language Recounting what happened in the past Describing events in detail 	<p>¿Cuál festival español es tu favorito y por qué? ¿A cual festival fuiste el año pasado? ¿Cuál fue tu parte favorita del festival? ¿Qué disfrutaste más?</p>	<p>Students confuse Spanish and Hispanic calendar events- ensure they know Day of the Dead is only celebrated in Mexico.</p> <p>Knowing the difference between past and present tense endings in a more profound way than in the past (not relying on grids)</p>	<p>Creating posters about the three festivals with elements in English and Spanish- including past tense phrases in Spanish and students' opinions.</p> <p>Photo card in new GCSE style on one of the three festivals.</p>
<p>Bienestar</p>	<p>Well-being</p> <ul style="list-style-type: none"> Healthy lifestyle Healthy body Illnesses and injury At the chemists Sporting accidents 	<ul style="list-style-type: none"> Question words Frequency words <i>Deber, hay que, tener que, necesitar</i> <i>Doler</i> Impersonal se Imperfect and preterite 	<ul style="list-style-type: none"> Memorising skills Adapting previous language (new tenses and prepositions) Understanding instructions Listening for detail Pronouncing <i>j/g</i> 	<p>¿Tienes una vida sana? ¿Qué necesitas hacer para mantener una vida sana? ¿Dónde se duele? What does Hay mean? When would you use the impersonal se?</p>	<p>Verbs have different meanings according to the context in which they are used. Eg Tener que</p>	<p>Reading and reading aloud, listening (dictation), translation and grammar gap fill tasks.</p>
<p>Mi futuro</p>	<p>My Future</p> <ul style="list-style-type: none"> Discussing the future Future careers and dream jobs Pocket money and how you earn it Future education options Dream jobs 	<ul style="list-style-type: none"> Future tense Future tense v immediate future <i>Me gustaría ser</i> <i>Es peor ser, quiero ser</i> Conditional Using a variety of tenses 	<ul style="list-style-type: none"> Comparing British and Spanish schools Produce and extended piece of writing Checking critically and improving your work Accents 	<p>¿Qué gustaría ser en el futuro? ¿Cuál es tu empleo de tus sueños? ¿Cómo gastas el dinero? ¿Quieres ir a Universidad? When would you use the future tense or the immediate future? What is the conditional tense? How does school life differ in Spanish to the UK?</p>	<p>Use writing techniques and strategies learnt in English.</p>	<p>Reading aloud, short writing task to practice writing in the future. GCSE style role play.</p>

<p style="text-align: center;">Mi Mundo</p>	<p>My World</p> <ul style="list-style-type: none"> Describing environmental problems and causes Talking about what we can/must do to help the environment How you help the environment Your world at home and what you are allowed to do. 	<ul style="list-style-type: none"> Very large numbers <i>Se puede, se debe, hay que, tener que</i> Negatives Frequency expressions <i>Me permiten/puedo</i> 	<ul style="list-style-type: none"> Carrying out and writing up a survey Reading skills: looking for clues in texts Making and referring to notes Writing a formal letter and presenting an argument Speaking and writing for different audiences 	<p>¿Cuales son los problemas? ¿Cómo podemos ayudar el What are the problems of the environment? How can we help protect the environment?</p>	<p>Poder is irregular . The future tense spelling</p>	<p>Reading and reading aloud, listening (dictation) , translation and grammar gap fill tasks.</p>
<p style="text-align: center;">KS3 Revision</p>	<ul style="list-style-type: none"> Revision of key vocabulary Identify, revise and reteach weak area of knowledge 	<ul style="list-style-type: none"> Secure knowledge of numbers, ages and times, days, months and dates. Appropriate nouns – Masculine or feminine, singular or plural Articles agree with the noun. (Using 'The' and 'A' at the correct times). 	<ul style="list-style-type: none"> Communicating basic information. Infinitive verbs Conjugating verbs Identifying patterns Using language learning strategies t work out unfamiliar language 	<p>What basic strategies can you use to answer different styles of questioning?</p>	<p>You can still work out meaning without having to know every word</p>	<p>End of year 9 overall assessment</p>
<p style="text-align: center;">Me, My Family and Friends</p>	<ul style="list-style-type: none"> Give details about yourself Relationships with the family Getting on with friends and family Talking about my friends Taking in pairs Plans for the future 	<ul style="list-style-type: none"> Conjugating verbs in the present, immediate future tense Secure preterite tense conjugation. Use ser or estar appropriately. Agreement, position of adjectives. Possessive adjectives Use reflexive verbs (present tense) Select correct subject pronouns Direct and indirect object pronouns 	<ul style="list-style-type: none"> Using a number of verbs and tenses including Present, immediate future, simple future Answering questions about yourself, family and friends without support Thinking skills – hypothesis, analysis, evaluation, teamwork Revising and adapting previous knowledge Using techniques to give extended responses Using y (and) and que (that, which, who) to form 	<p>¿Ser o Estar? ¿por qué? ¿Te llevas bien con...? ¿Esta mejor de vivir con su madre o su padre? ¿Parejas del future? What are the positive and negative reasons for living with one parent or another. What types of relationships are there? Why do the Spanish have reflexive verbs?</p>	<p>Entenderse and llevarse have different meaning dependent on the context where they are being used. Ser is used for permanent states of being; to describe profession or nationality. Estar is used for location or temporary states. Reflexive verbs take a while to embed- ensure students don't just put 'me' + infinitive verb. Once reflexive teaching complete, students sometimes tend to put 'me' in front of lots of verbs- ensure they know this is not</p>	

			<ul style="list-style-type: none"> longer sentences Giving opinions in different ways Adapting a model 		<p>the case. Hace... anos Desde hace ... anos</p>	
<p>Technology in Everyday Life</p>	<ul style="list-style-type: none"> Technologies in everyday life Describing technologies Saying how you use the internet comparing technologies Advantages and disadvantages of technologies Explaining if you can live without technologies Mock Speaking exam 	<ul style="list-style-type: none"> The present v the present perfect tense Adjectives Si + conditional Using por and para 	<ul style="list-style-type: none"> Explaining why Making comparisons Using superlatives Building longer sentences Making arguments for and against Speaking without support Reading comprehension of longer texts Statements of possibility Formulating questionsd 	<p>¿Para que usas la tecnología? ¿Cómo prefieres mantenerte en contacto? ¿Cuál es tu opinion de tu móvil? What are the advantages and disadvantages of modern technologies? What would you do if you didn't have a mobile phone?</p>	<p>Pronunciation</p> <p>The present perfect tense is new- will need lots of examples and integration.</p> <p>The use of 'lo' in sentences, whether this is for 'lo Bueno/ lo mejor' etc or 'lo cual'.</p> <p>When describing plural technologies 'phones' 'computers' to ensure students are using correct verb conjugations and adjectival agreements</p>	
<p>Free-time activities</p>	<ul style="list-style-type: none"> Saying what you like to do Describing what do you do in your free time Making plans in your free time Tv and film Eating and drinking Eating out Special meals Do you do sport? 	<ul style="list-style-type: none"> Gustar/Encantar/hacer /jugar Gustar + plural nouns Present regular v irregular verbs Radical changing verbs Pronouns after para and con Future tense. Hacer/salir/tener/haber in future tense 	<ul style="list-style-type: none"> Expanding statements Listening and identifying Positive and negative opinions Using more than 1 tense in speaking Using Time frame words to express order Future tense time frames Using listening techniques for clues Using verbal context to work out meaning 	<p>¿Qué te gusta hacer? ¿Qué haces en tu tiempo libre? ¿Qué quieres comprar? ¿Qué vas a pedir? Me gustaría...</p>	<p>Making sure students are secure which opinion phrases require 'me' and which don't. E.g. it is 'me gusta' but not 'me odio'.</p>	

<p>Customs and Festivals</p>	<ul style="list-style-type: none"> Family life in Spain and UK Visiting Spain Life and customs in Spain Spanish regional festivals Changing customs Festivals in the Hispanic world 	<ul style="list-style-type: none"> Regular and reflexive verbs in the preterite tense Ser and Ir in the preterite The imperfect Irregular verbs in imperfect Reflexive verbs in the imperfect Hay/Habia Revising numbers 	<ul style="list-style-type: none"> Role plays Actions and opinions Using 1+ tense in writing Reading questions Past time expressions Skim reading for information 	<p>¿Cómo es la vida en España? What regional customs take place in Spain? What customs and festivals take place in Latin America?</p>	<p>Students confuse Spanish and Hispanic calendar events- ensure they know Day of the Dead is only celebrated in Mexico.</p> <p>There is is not 'hay es' – same with habia for there was- students sometimes add that 'es' in unnecessarily</p> <p>Spelling of larger numbers in Spanish</p>	
<p>Home, town, neighborhood and region</p>	<ul style="list-style-type: none"> Describing my house Talking about different types of housing Positive and negatives of different housing Describing my local area Saying what there is to do in your area Advantages and disadvantages of living in a town or countryside 	<ul style="list-style-type: none"> Hay/ser/estar Puedo/se puede Using demonstrative adjectives and pronouns Estar for location 	<ul style="list-style-type: none"> Expressions of quantity Expressin opinions Further prepositions Quantifiers Reasons for an opinion Past , present and future questions 	<p>¿Cómo es tu casa? ¿Dónde esta? ¿Qué se puede hacer donde vives? ¿Cómo es tu casa? What do you think of the local amenities in your area? Why?</p>	<p>Quantifiers- difference between 'un poco' and 'poco + adjective'</p> <p>Go over estar for location- students often jump to 'es' because they know it well.</p> <p>The difference between el and lo and when to use them</p> <p>Adjectival agreements again here when describing objects in the home</p>	
<p>Social Issues</p>	<ul style="list-style-type: none"> Talking about different ways to volunteer Saying what you for charity The benefits of volunteering and charity work Saying if you eat healthily Describing whether you have a healthy or unhealthy lifestyle 	<ul style="list-style-type: none"> Verbs that follow an infinitive Future conditional – gustaría Negatives Expressions with Tener Mejor que/ Peor que Deber que, Tener que, Hay que 	<ul style="list-style-type: none"> Recognising different tenses Making comparisons Transferring language Language in reading texts Learning vocabulary Learning different tenses 	<p>¿Quieres ser voluntario? ¿Qué puedes hacer para ayudar? ¿Comes Bien? ¿Llevas una vida sana?</p>	<p>The exam may test students with synonyms for different aspects of charity such as charity shop (tienda de caridad/ tienda benéfica)- ensure students are exposed to a range.</p> <p>Students may write have to as 'tener a' rather than 'tener que'</p>	
<p>Global Issues</p>	<ul style="list-style-type: none"> Talking about reusing, reducing 	<ul style="list-style-type: none"> Me preocupa Expressions with 	<ul style="list-style-type: none"> Using 'if' sentences 	<p>¿Cómo se puede reutilizar, reducir,</p>	<p>The verb to pollute is 'contaminar' –</p>	

	<ul style="list-style-type: none"> and recycling Saying what you do to recycle Talking about ways to protect the planet Understanding and discussing environmental problems Discussing poverty and homelessness Presenting ways to combat poverty Saying what you could do to combat social issues 	<p>mucho, poco</p> <ul style="list-style-type: none"> The pluperfect tense 3rd person singular Algo, alguien Se debe, se puede + infinitive Si + present+ future tense 	<ul style="list-style-type: none"> Making use of word families Prifixes Exclamations Identifying negative and positive expressions Negative expressions 	<p>reciclar?</p> <p>¿Cómo proteger el medio ambiente?</p> <p>¿Por qué hay pobreza?</p> <p>¿Qué podemos hacer para ayudar?</p>	<p>contaminar does not mean to contaminate.</p> <p>Problema is masculine although it appears feminine</p> <p>Try to 'tratar de' rather than 'tratar a'</p> <p>Differences between 'salvar' 'ahorrar' and 'guardar' all meaning to save.</p>	
<p>Travel and Tourism</p>	<ul style="list-style-type: none"> Give various methods of transport Use weather terminology. Say where/when/who you go on holiday with Describe places to go on holiday, accommodations and facilities Talk about different holiday activities and places of interest Describe tourist attractions Understanding holiday leaflets Talk in detail about holidays in the past. 	<ul style="list-style-type: none"> Conjugate and use the past tense Weather in the past Conjugate and use the future tense Use adverbs correctly To include time phrases To use suelo + infinitive to say what you tend to + verb Estar + past participle 	<ul style="list-style-type: none"> Responding to questions in conversations Giving opposite views Adverbs of place Exclamations using the subjunctive Answering exam style questions - Writing longer texts using 3 tenses, without support. Conveying meaning when translating 	<p>¿Adónde vas/fuiste por las vacaciones?</p> <p>¿Con quién?</p> <p>¿Cómo viajes/viajaste?</p> <p>¿Cuánto tiempo ...duró el viaje?...pasas/pasas te allí?</p> <p>¿Qué haces/hiciste?</p> <p>¿Qué tiempo hace/haciste?</p>	<p>Regular verbs follow a pattern that is the same for all other regular verbs. Irregular verbs don't follow <i>that</i> pattern but often have their own within groups of irregular verbs. Immediate future = IR + A + verb NOT IR + verb. Ir and Ser are conjugated the same in the preterite tense.</p>	
<p>School and Subjects, Life at school and College</p>	<ul style="list-style-type: none"> Opinions of school and subjects Saying what you are going to study Advice on how to do well at school Talking about daily life at school 	<ul style="list-style-type: none"> Perfect tense Mucho, poco, bastante, demasiado Se debe, hay que, tener que Tú and usted 	<ul style="list-style-type: none"> Comparatives and superlatives and imperatives Preposttions Verbs of planning and wanting 	<p>¿Cómo es tu instituto?</p> <p>¿Cuál es tu opinion de...?</p> <p>¿Cómo ser un buen estudiante?</p> <p>¿Puedes describir un día en el instituto?</p> <p>¿Qué piensas del</p>	<p>The differences between: Debería Debería ser Debería haber</p>	

	<ul style="list-style-type: none"> Opinions of your school facilities School rules Advantages and disadvantages of school uniform Talking about good and bad aspects of school 			uniforme?		
<p>Education post-16, Jobs, career choices and ambitions</p>	<ul style="list-style-type: none"> Saying what you want to do 16+ Work or further education Discuss the benefits of going to university Understanding a job advert 	<ul style="list-style-type: none"> Si clauses Lo que and lo + adjective Cuánto Expressions with tener Quisiera All tenses Imperfect subjunctive phrases 'si fuera/ si tuviera' Acabo de 	<ul style="list-style-type: none"> Verbs of planning and wanting Adjectives Infinitives with voy Common suffixes Recognising percentages and fractions Useful phrases 	<p>¿Qué voy a hacer? ¿Trabajar o estudiar? ¿Qué quieres hacer cómo empleo?</p>	<p>Consejo is countable in Spanish whereas in English it is not</p> <p>Percentages in Spanish always go with un or el</p> <p>False friend: actual – current rather than actual</p> <p>Reflexive verbs- preocuparse</p>	
<p>Exam revision</p>		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 			