



<p>Subject Overview</p>	<p>Students begin their Spanish learning journey at Philip Morant by covering the basics of Spanish language that is used on a day to day basis such as introducing and expressing themselves. They are encouraged to give opinions and justifications on a variety of topics including school, their family and where they live.</p> <p>Students practice and develop phonics, spelling and meaning of Spanish words together. They learn how to write simple grammatically correct sentences, how to understand and write more complex texts using connectives, sequencers, time phrases, opinions and justifications. They are listening and identifying details with short spoken extracts and conducting a short conversation with their peers and teachers in Spanish.</p> <p>Culturally, students are given the opportunity to learn about Spain and the Spanish speaking world, including South and Central American countries. We encourage our students to develop open minds and tolerance towards other cultures and ways of life.</p>	
<p>Curriculum Intent & Skills</p>		
<p>Autumn 1</p>	<p>Mi vida In this module students are getting used to Spanish pronunciation. They are going to learn how to introduce themselves and talk about their personality. They will learn how to ask and answer questions about their age, their birthday and their siblings. They will learn to count up to 31.</p> <p>Students will be talking about pets and writing a basic text about their life. They will be looking into phonics and examining the Spanish sounds.</p> <p>From a <i>grammar point</i> of view, students will be learning about masculine and feminine forms. How to use the definite article and indefinite article correctly, using connectives to make their sentences more interesting. They will work on adjectival agreement and adding some intensifiers in their work.</p> <p>In <i>Zona Cultural</i>, students will be discussing the Spanish speaking countries, looking into Spanish names and how they differ from English.</p>	<p>Skills practiced:</p> <ul style="list-style-type: none"> - Understanding and responding to spoken extracts - Dictation of short spoken extract - speaking using clear and comprehensible language - Read aloud task - Talk about visual stimuli - Understanding and responding to written texts
<p>Autumn 2</p>	<p>Mi Tiempo Libre In this module students will learn to say what they like/dislike doing in their free time. They will be giving opinions using <i>me gusta</i> + infinitive. Students will be working on describing what they do in their free time such as sport activity and other different hobbies. We will be learning what we do in different weather conditions.</p> <p>Students will look closely at the AR regular verbs and learn how to conjugate them. Using <i>cuando</i> (when) to describe what they do when it is raining or when the weather is good. Special attention will be given to cognates and near-cognates when reading longer texts about different hobbies and using context to guess the meaning of new words.</p>	<ul style="list-style-type: none"> - Translating from Spanish into English - Translating from English into Spanish - Writing text in the target language, responding to simple and familiar stimuli



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	<p>Students will extend their sentences by justifying their answers and using expression of frequency with more advanced connectives and intensifiers.</p> <p>In cultural awareness we will be discussing climate in the Spanish speaking countries in the northern and southern hemisphere.</p> <p>At the end of this module we will pay special attention to how Spanish speaking countries celebrate Christmas and New Year. We will learn vocabulary, songs and look at videos in connection to those celebrations.</p>	
Spring 1	<p>Mi instituto This term we will be learning about school and education. Students will describe their school, listing what facilities there are. They will say what subjects they study and give opinions about them.</p> <p>Students will extend their understanding of verb conjugations to conjugate ER and IR verbs in the present tense and understand the difference between singular and plural with me gusta/me gustan.</p> <p>They will be able to differentiate between the words for “a”, “the” and “some” when describing common nouns and objects in the school.</p> <p>In cultural awareness, we will be discussing the differences between English schools and those in Spanish speaking countries such as Spain and Mexico.</p>	
Spring 2	<p>Mi instituto This term students are continuing the topic of school and education.</p> <p>They will learn vocabulary that will help them talk about what activities they do during break time. They will include sequencers in order to develop their sentences further. Students will work on understanding details in longer, more complicated listening work using predicting while listening.</p> <p>Next, they will focus on writing a longer text about school using mind maps and including connectives, intensifiers, sequencers and expression of frequency. We will pay a special attention in sentence structure and grammatical accuracy</p>	
Summer 1	<p>Mi familia y mis amigos This term we will be learning about our family and friends, giving physical descriptions of ourselves and others. We will also be studying about where people live and the types of houses and towns that they live in.</p>	



	<p>Students will learn about the verb estar (to be) and how to use it correctly as well as solidifying their knowledge of the key verbs of tener and ser. They will focus specifically on the use of verbs in the third person to further develop their knowledge and manipulation of grammar.</p> <p>Culturally, students will learn about Cádiz and the famous festival that takes place there, learning about the celebrations and what happens during the festival.</p>	
<p>Summer 2 (not applicable for Yr11 & Yr12)</p>	<p>Mi Ciudad</p> <p>This term we will be learning about our town and local area by describing the places inside it and where we like to go. Students will also learn how to tell the time in Spanish and order food at a café, using polite and transactional language.</p> <p>From a grammatical point of view, students will learn how to use the near future tense to express an activity or action that is going to take place soon whilst planning a trip to Paris and detailing what they are going to do there.</p> <p>For culture, students will learn about La Habana in Cuba and what is there and what activities you can experience in the city. They will combine this with their knowledge of the near future tense to combine tenses and plan a trip to the city.</p>	

Additional Information	
<p>Assessment</p>	<p>In each module, students are provided with a learning journey to outline the progress and sequences of the topics. They are also provided with a knowledge organiser of key vocabulary that can be referred to throughout the topic. Prior to assessments, students are given the opportunity to complete a Knowledge Check in order to identify and address their gaps in knowledge and misconceptions. This allows them to prepare more effectively for the summative assessments. Prior to each assessment, students are working on Working Beyond model answers together with the success criteria in order to better understand what is required from them. After each summative assessment, students are given written feedback on how to improve with personalised targets based on the success criteria of the task.</p> <p>Throughout the year, students are completing three writing assessments and at least one summative assessment in Reading, Listening and Speaking. This gives them a well-rounded and comprehensive assessment throughout the year. At the end of the year, students complete an End of Year Knowledge Check to measure their understanding of all the topics and skills.</p> <p>To help with identification and understanding, all Knowledge Checks are conducted on blue paper and all summative assessments are conducted on green paper. This allows students to quickly identify their assessments and understand their progress.</p>
<p>Inclusion</p>	<p>To ensure inclusion, students all have access to online platforms that are used both in class and for homework, most notably This Is School (www.thisisschool.com). All vocabulary and grammatical structures that are taught are included on this website and can easily be accessed by students.</p>



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Homework Structure	Students are set homework tasks on a fortnightly basis. Tasks are posted and detailed on Google Classroom for students to access. They are expected to spend at least thirty minutes on this task.	
Online resources	www.thisisschool.com www.senecalearning.com www.activeteachonline.com www.memrise.com www.languagesonline.org.uk www.duolingo.com	Explanation of how to use the resource and how it will help
Extra Reading	Students are encouraged to read and research about Spanish speaking countries and reflect on similarities and differences between them and England.	
Enrichment	External theatre companies are performing a play in the Q theatre in term 2. Students are given a chance to sing in Spanish and we hope to revive the Christmas singing competition next year.	