



## Curriculum Map for Spanish Year 9

YEAR 9	Autumn 1	Autumn 2
<b>Topics</b>	<p style="text-align: center;"><b>Topic Title:</b></p> <p style="text-align: center;"><b>Operación verano - Operation Summer</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Holiday – Home &amp; Activities</li> <li>• Directions</li> <li>• Souvenirs</li> <li>• Summer Camps</li> <li>• Holiday Destinations</li> </ul>	<p style="text-align: center;"><b>Topic Title:</b></p> <p style="text-align: center;"><b>Somos así - The Way We Are</b></p> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Films</li> <li>• Birthdays</li> </ul>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Meeting and greeting</li> <li>• Describing a holiday home</li> <li>• Describing holiday activities</li> <li>• Buying souvenirs</li> <li>• Asking for directions</li> <li>• Saying what you will do</li> <li>• Talking about summer camps</li> <li>• Discussing holiday destination</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about things you like</li> <li>• Talking about your week</li> <li>• Talking about films</li> <li>• Talking about a birthday celebration</li> <li>• Talking about life as a celebrity</li> <li>• Understanding descriptions of days out</li> <li>• Understanding film reviews</li> </ul>
<b>How The Knowledge Is Developed</b>	<ul style="list-style-type: none"> <li>➤ Listen to a variety of forms of spoken language to obtain information.</li> <li>➤ Transcribe words and short sentences that they hear with increasing accuracy.</li> <li>➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</li> <li>➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li> <li>➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</li> <li>➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to a variety of forms of spoken language to obtain information.</li> <li>➤ Transcribe words and short sentences that they hear with increasing accuracy.</li> <li>➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</li> <li>➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li> <li>➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</li> <li>➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>

<p><b>Skills</b></p>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening for gist and detail</li> <li>• Listening for time expressions</li> <li>• Listening for tenses</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Recognising points of view</li> <li>• Use of fillers</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for gist and detail</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• General writing skills (how to organise a text)</li> <li>• Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish</li> <li>• Developing cohesion and coherence when translating texts from Spanish into English</li> <li>• Grammar awareness</li> </ul>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening for gist and detail</li> <li>• Making predictions before listening</li> <li>• Listen for clues in background noises</li> <li>• Listen to indirect information</li> <li>• Listen to time markers and tenses</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use of fillers</li> <li>• Accurate Pronunciation</li> <li>• Expressing ideas</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for gist and detail</li> <li>• Understanding challenging texts</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use expression of frequency</li> <li>• Use sequencers</li> <li>• General writing skills (how to organise a text)</li> <li>• Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish</li> <li>• Developing cohesion and coherence when translating texts from Spanish into English</li> <li>• Grammar awareness</li> </ul>
<p><b>Links To Prior Learning</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary to describe where you live</li> <li>• Adjectives</li> <li>• Comparatives</li> <li>• Activities on holiday vocabulary</li> <li>• Near future tense</li> <li>• Preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>• Opinions and reasons</li> <li>• Saying the date</li> <li>• Days of the week</li> <li>• Present tense</li> <li>• Leisure time activities</li> </ul>
<p><b>Literacy/ Numeracy</b></p>	<p style="text-align: center;"><b>Literacy</b></p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:-</p> <ul style="list-style-type: none"> <li>• Use the comparative</li> <li>• Use the superlative</li> <li>• Use the imperative (tú form)</li> <li>• Use three tenses together</li> <li>• Use 'mejor' and 'peor'</li> </ul> <p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Talking about prices, different currencies</li> <li>• Calculating the best value option for summer camps</li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:</p> <ul style="list-style-type: none"> <li>• Use the present tense of 'ir', 'hacer' and 'ser'</li> <li>• Use expressions of frequency</li> <li>• Use the present tense of regular verbs</li> <li>• Use the indefinite and indefinite article</li> <li>• Use the near future tense</li> <li>• Use the preterite of regular verbs</li> <li>• Use the preterite of 'ir' and 'ser'</li> <li>• Use sequencers</li> <li>• Use the preterite and present of 'hacer'</li> <li>• Use 3 tenses together</li> </ul> <p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Dates and times</li> </ul>

<p><b>Cross Curricular</b></p>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and justifications and others respecting these views</li> <li>Exploring the <i>Kaleidoscope Question</i> 'What differences and similarities are there between High Wycombe and Barcelona?'</li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Reflecting on how activities and attractions are different depending on where they are</li> <li>Comparison of towns/villages and homes/flats in Spain/Spanish speaking countries</li> <li>Exploring cultural differences between Spanish and British towns/cities through a cultural project ("Describing a town/city in Spain")</li> </ul> <p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li><b>Geography:</b> Locational knowledge</li> </ul> <p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>Roles of people in power and how they can make recommendations/laws</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and justifications and others respecting these views</li> <li>Exploring the Kaleidoscope Question 'Who are Pedro Almodóvar and Guillermo Del Toro? Can you compare their styles?'</li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Reflecting on the role of films in our life</li> <li>Reflecting on the way we connect with friends for celebrations</li> <li>Exploring how celebrating birthdays is different in Spanish speaking countries</li> <li>Exploring and learning about the "Quinceañera"</li> <li>Exploring Spanish speaking film Stars and films</li> <li>Exploring examples of rap music in Spain</li> </ul> <p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li><b>English:</b> Speak confidently and effectively, giving short presentations and speeches</li> </ul> <p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>Devising a short sketch for a South American soap -linking this to working in media</li> </ul>
<p><b>Assessment</b></p>	<p>Students will be formative and summative assessed in the following skill areas:</p> <ul style="list-style-type: none"> <li>Listening</li> <li>Reading</li> <li>Writing</li> </ul>	<p>Students will be formative and summative assessed in the following skill areas:</p> <ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> </ul>

YEAR 9	Spring 1	Spring 2
<p><b>Topics</b></p>	<p style="text-align: center;"><b>Topic Title:</b> <b>¡A comer! -Let's eat!</b></p> <ul style="list-style-type: none"> <li>Food</li> <li>Mealtimes</li> <li>At a restaurant</li> <li>Parties</li> </ul>	<p style="text-align: center;"><b>Topic Title:</b> <b>¿Qué hacemos? -What shall we do?</b></p> <ul style="list-style-type: none"> <li>Routines</li> <li>Time</li> <li>Clothes</li> <li>Sporting Events</li> </ul>
<p><b>Substantive Knowledge – The Knowledge Taught By The Teacher</b></p>	<ul style="list-style-type: none"> <li>Saying what food you like</li> <li>Describing mealtimes</li> <li>Ordering a meal</li> <li>Discussing what to buy for a party</li> <li>Giving an account of a party</li> <li>Using copying strategies when speaking</li> <li>Learning about food in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Arranging to go out</li> <li>Making excuses</li> <li>Discussing getting ready to go out and revising the time</li> <li>Talking about clothes</li> <li>Talking about sporting events and revision of sports and hobbies</li> <li>Writing about a problem</li> <li>Describing outfits</li> </ul>

<p><b>How The Knowledge Is Developed</b></p>	<ul style="list-style-type: none"> <li>➤ Listen to a variety of forms of spoken language to obtain information.</li> <li>➤ Transcribe words and short sentences that they hear with increasing accuracy.</li> <li>➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</li> <li>➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li> <li>➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</li> <li>➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to a variety of forms of spoken language to obtain information.</li> <li>➤ Transcribe words and short sentences that they hear with increasing accuracy.</li> <li>➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</li> <li>➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li> <li>➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</li> <li>➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>
<p><b>Skills</b></p>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening for gist and detail</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Using coping strategies when speaking i.e. fillers and asking someone to repeat and explain</li> <li>• Agreeing and disagreeing with someone</li> <li>• Use exclamations</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for gist and detail</li> <li>• Using a dictionary</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of opinions</li> <li>• General writing skills (how to organise a text)</li> <li>• Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish</li> <li>• Developing cohesion and coherence when translating texts from Spanish into English</li> <li>• Grammar awareness</li> </ul>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening for gist and detail</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use exclamations</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for gist and detail</li> <li>• Using a dictionary</li> <li>• Use verb endings to translate accurately into English</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• General writing skills (how to organise a text)</li> <li>• Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish</li> <li>• Developing cohesion and coherence when translating texts from Spanish into English</li> <li>• Grammar awareness</li> <li>• Using time expressions</li> </ul>

<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Opinion words</li> <li>Time expressions</li> <li>The time</li> <li>Preterite tense</li> <li>Near future tense</li> </ul>	<ul style="list-style-type: none"> <li>Places in the town</li> <li>The time</li> <li>Time expressions</li> <li>Present tense</li> <li>Near future tense</li> <li>Colours</li> <li>Adjective patterns</li> <li>Preterite tense</li> </ul>
<b>Literacy/ Numeracy</b>	<p style="text-align: center;"><b>Literacy</b></p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:-</p> <ul style="list-style-type: none"> <li>Use the verb 'querer'</li> <li>Use a wider range of opinions</li> <li>Agree/ disagree with someone</li> <li>Use exclamations</li> <li>Use negatives</li> <li>Use 'usted/ustedes'</li> <li>Use the near future tense</li> <li>Use 3 tenses together</li> <li>Use direct object pronouns</li> </ul> <p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Saying how much things are</li> <li>Talking about quantities</li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:-</p> <ul style="list-style-type: none"> <li>Use 'me/te gustaría' + infinitive</li> <li>Use the modal verbs 'querror' and 'poder'</li> <li>Use exclamations</li> <li>Use reflexive verbs</li> <li>Use sequencers and frequency words</li> <li>Use adjectives of colour</li> <li>Difference between 'this' and 'these'</li> <li>Use the near future tense</li> <li>Refer to the present, past and future</li> <li>Use structures with two verbs</li> </ul> <p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Understand and telling the time</li> </ul>
<b>Cross curricular</b>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and justifications and others respecting these views</li> <li>Exploring the <i>Kaleidoscope Question</i> 'What is the history of tapas?'</li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Researching and learning how Easter is celebrated in Spain</li> <li>Reflecting on healthy and unhealthy meal choices</li> <li>Exploring menus in Spanish.</li> <li>Learning about food and nutritional habits in other countries.</li> <li>Learning mealtimes and their difference in Spain/Spanish speaking countries compared to UK</li> <li>Reflecting on age limits for some unhealthy lifestyle choices and reasons why are they set at those ages.</li> <li>Reflecting on choices of diet</li> </ul> <p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li><b>Food Tech:</b> Creating a crazy recipe</li> <li><b>English:</b> Writing for a variety of purposes, making presentations</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and justifications and others respecting these views</li> <li>Exploring the <i>Kaleidoscope Question</i> 'Is Spanish fashion as popular as in other countries, for example in France/Italy?'</li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Reflecting on environmental impact of fast fashion and the importance of ethical choices when shopping for clothes</li> <li>Exploring sporting events in Spanish speaking countries</li> <li>Discussing daily routines and personal problems</li> </ul> <p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li><b>Textiles:</b> Creating an outfit with recycling materials for a fashion show</li> <li><b>English:</b> Use correct grammatical terms, making presentations</li> </ul>

	<p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Roleplays in a café/restaurant -linking this to working in hospitality</li> </ul>	<p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Roleplays in a café/restaurant -linking to working in hospitality</li> <li>• Organising a fashion show -linking this to working in the fashion industry</li> </ul>
<b>Cross Curricular</b>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions and justifications and others respecting these views</li> <li>• Exploring the Kaleidoscope Question - <i>Which sports originate from Spanish speaking countries and can you describe what they are?</i></li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Exploring other countries in which Spanish is spoken and their weather</li> <li>• Exploring celebrations from different countries (lessons on Easter or Valentine's Day)</li> </ul> <p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li>• <b>PE:</b> Discussing different sports from Spanish speaking countries. Looking at Flamenco dancing</li> <li>• <b>Music:</b> Looking at different Spanish music genres</li> <li>• <b>Geography:</b> Weather, climate and maps</li> <li>• <b>RE:</b> Christian festivals</li> </ul> <p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Weather Report - linking to reporter/future jobs</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions and justifications and others respecting these views</li> <li>• Exploring the Kaleidoscope Question - <i>What are the differences/similarities between an English/French breakfast?</i></li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Exploring French food/eating style and comparing it to the British one</li> <li>• Exploring celebrations from different countries (lessons on Easter or Mardi gras)</li> <li>• Reflecting on importance of healthy eating</li> <li>• Reflecting on interaction with other people when ordering food in a coffee shop/restaurant</li> </ul> <p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li>• <b>Food Tech:</b> Discussing continental breakfast foods and comparing then to the UK</li> <li>• <b>Drama:</b> Creating a role play at a café</li> <li>• <b>RE:</b> Christian festivals</li> <li>• <b>Geography:</b> Weather, climate and maps</li> </ul> <p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Weather Report - linking to reporter jobs</li> <li>• Roleplays in a café/restaurant linking to working in hospitality</li> </ul>
<b>Assessment</b>	<p>Students will be formative and summative assessed in the following skill areas:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	<p>Students will be formative and summative assessed in the following skill areas:</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>

YEAR 9	Summer 1 & 2	Summer 2
<b>Topics</b>	<p style="text-align: center;"><b>Topic Title:</b></p> <p style="text-align: center;"><b>¿Qué hacemos? - What shall we do?</b></p> <ul style="list-style-type: none"> <li>• Invitations</li> <li>• Routines</li> <li>• Time</li> <li>• Clothes</li> <li>• Sporting Events</li> </ul>	<p style="text-align: center;"><b>Topic Title:</b></p> <p style="text-align: center;"><b>Operación verano - Operation Summer</b></p> <ul style="list-style-type: none"> <li>• Holiday - Home Activities</li> <li>• Directions</li> <li>• Summer Camps</li> <li>• Holiday Destinations</li> </ul>

<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Arranging to go out</li> <li>• Making excuses</li> <li>• Discussing getting ready to go out and revising the time</li> <li>• Talking about clothes</li> <li>• Talking about sporting events and revision of sports and hobbies</li> <li>• Writing about a problem</li> <li>• Describing outfits</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a holiday home</li> <li>• Describing holiday activities</li> <li>• Asking for directions</li> <li>• Talking about summer camps</li> <li>• Describing a world trip</li> <li>• Discussing holiday destinations</li> </ul>
<b>How The Knowledge Is Developed</b>	<ul style="list-style-type: none"> <li>➤ Listen to a variety of forms of spoken language to obtain information.</li> <li>➤ Transcribe words and short sentences that they hear with increasing accuracy.</li> <li>➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</li> <li>➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li> <li>➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</li> <li>➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to a variety of forms of spoken language to obtain information.</li> <li>➤ Transcribe words and short sentences that they hear with increasing accuracy.</li> <li>➤ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</li> <li>➤ Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</li> <li>➤ Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>➤ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</li> <li>➤ Read literary texts in the language (such as stories, songs, poems and letters), to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>➤ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</li> </ul>
<b>Skills</b>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening for gist and detail</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use exclamations</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for gist and detail</li> <li>• Using a dictionary</li> <li>• Use verb endings to translate accurately into English</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• General writing skills (how to organise a text)</li> </ul>	<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening for gist and detail</li> <li>• Listening for time expressions</li> <li>• Listening for tenses</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Recognising points of view</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading for gist and detail</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• General writing skills (how to organise a text)</li> </ul>

	<ul style="list-style-type: none"> <li>• Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish</li> <li>• Developing cohesion and coherence when translating texts from Spanish into English</li> <li>• Grammar awareness</li> <li>• Using time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Specific writing skills: developing accuracy when writing in Spanish and translating into Spanish</li> <li>• Developing cohesion and coherence when translating texts from Spanish into English</li> <li>• Grammar awareness</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Places in the town</li> <li>• The time</li> <li>• Time expressions</li> <li>• Present tense</li> <li>• Near future tense</li> <li>• Colours</li> <li>• Adjective patterns</li> <li>• Preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary to describe where you live</li> <li>• Adjectives</li> <li>• Comparatives</li> <li>• Activities on holiday vocabulary</li> <li>• Near future tense</li> <li>• Preterite tense</li> </ul>
<b>Literacy/ Numeracy</b>	<p style="text-align: center;"><b>Literacy</b></p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:-</p> <ul style="list-style-type: none"> <li>• Use the 'we' form of -ar verbs</li> <li>• Use me 'gusta/me gustan' + 'el/la/los/las'</li> <li>• Use adjectives correctly</li> <li>• Use the correct words for 'a/some' and the.</li> <li>• Use 'hay/no hay'</li> <li>• Use -er and -ir verbs</li> <li>• Use sequencers</li> <li>• Use the near future tense</li> </ul> <p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Understanding and telling the time.</li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <p>Analysing English grammar and literacy to understand the following aspects of Spanish grammar:-</p> <ul style="list-style-type: none"> <li>• Use the comparative</li> <li>• Use the superlative</li> <li>• Use the imperative (tú form)</li> <li>• Use three tenses together</li> <li>• Use 'mejor' and 'peor'</li> </ul> <p style="text-align: center;"><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Talking about prices, different currencies</li> <li>• Calculating the best value option for summer camps</li> </ul>
<b>Cross Curricular</b>	<p style="text-align: center;"><b>PHSE</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions and justifications and others respecting these views</li> <li>• Exploring the <i>Kaleidoscope Question</i> 'Is Spanish fashion as popular as in other countries, for example in France/Italy?'</li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Reflecting on environmental impact of fast fashion and the importance of ethical choices when shopping for clothes</li> <li>• Exploring sporting events in Spanish speaking countries.</li> <li>• Discussing daily routines and personal problems.</li> </ul>	<p style="text-align: center;"><b>PHSE</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions and justifications and others respecting these views</li> <li>• Exploring the <i>Kaleidoscope Question</i> 'What differences and similarities are there between High Wycombe and Barcelona?'</li> </ul> <p style="text-align: center;"><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Reflecting on how activities and attractions are different depending on where they are</li> <li>• Comparison of towns/villages and homes/flats in Spain/Spanish speaking countries</li> <li>• Exploring cultural differences between Spanish and British towns/cities through a cultural project ("Describing a town/city in Spain")</li> </ul>

	<p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li>• <b>Textiles:</b> Creating an outfit with recycling materials for a fashion show</li> <li>• <b>English:</b> Use correct grammatical terms, making presentations</li> </ul> <p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Roleplays in a café/restaurant -linking to working in hospitality.</li> <li>• Organising a fashion show -linking this to working in the fashion industry</li> </ul>	<p style="text-align: center;"><b>Cross Curricular</b></p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> Locational knowledge</li> </ul> <p style="text-align: center;"><b>Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Roles of people in power and how they can make recommendations/laws.</li> </ul>
<b>Assessment</b>	<p>Students will be formative and summative assessed in the following skill areas:</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	<p>End of year exams:</p> <ul style="list-style-type: none"> <li>• Writing assessment</li> <li>• Listening assessment</li> <li>• Reading assessment</li> </ul>