

YEAR 11 SPANISH SEPTEMBER 2020. NOTLEY HIGH SCHOOL.

MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne which help to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the target language in the theatre to further inspire a love of languages.

Students are encouraged to study languages up to A level exams, which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations.

Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts.

Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instil a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning.

Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlooking ethos.

Autumn term – No longer happening as Speaking not assessed in June 2021 (Ofqual consultation) – Go straight to unit 8.

Year 11 Spanish – Theme 1

Revisions of units 1 - 4 through Speaking (5 lessons)

What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Knowledge: Asking and answering questions about family, technology, sports and traditions. Including three time frames. Including opinions and more complex structures in the written and then spoken language. Practising accents and intonation. Asking questions.</p> <p>Understanding: Students will understand how to describe their family, technology, sports and traditions. They will reinforce their understanding of how to form past, present and future and will be able to use all three time frames in the spoken and written form. Students will understand how to use more complex structures to great effect. Student will understand how to ask and answer questions.</p> <p>Skills: Students will continue to develop strategies for coping with a variety of grammatical structures. They will continue to develop skills in answering unprepared questions and asking questions in return. They will recognise key topic words in different aspects of the speaking tasks like for example the role plays and photo cards. Students will work on expanding their language and building longer sentences.</p>	<p>To be able to answer prepared questions fluently as well as follow up and unprepared questions. Demonstrating independence in spontaneous talk. Demonstrating independence in the classroom by using dictionaries and knowledge organisers, class notes and home learning. To work independently using Kerboodle resources. Demonstrating clear grammatical understanding of past, present and future tenses. Being resilient in using more complex work and structures.</p>	<p>Previous learning: Key vocabulary for describing family, technology, sports and culture and traditions have already been introduced in previous units. They will be reviewed here and reinforced through speaking and writing skills.</p> <p>Future learning: Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Revision of the previous units and preparing end of unit type role play, photocard and conversation will prepare students for enhancing future speaking tasks.</p>	<p>www.linguascope.co.uk www.quizlet.com Seneca learning Kerboodle .com AQA GCSE Spanish text book Foundation and higher on Kerboodle Knowledge organiser Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes BBC bitesize. GCSE podcasts</p>

Autumn term

Year 11 Spanish. Travel and tourism. Local, national, international and global areas of interest.

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Holidays and travel.</p> <p>Regions of Spain.</p>	<p>Knowledge: Vocabulary on holidays and travel. Revising and consolidating the use of preterite and imperfect tenses. Using words, expressions and phrases of sequence. Using <i>antes de/después de haber /mientras/desde hace/acabar de</i> developing greater complexity in spoken and written accounts of past events or experiences. Using <i>estar</i> + past participle. Learning and using the passive form. Revisiting weather expressions.</p> <p>Understanding: Students will understand how to talk about holiday activities; how to talk about weather and holiday accommodation; how to understand tourist leaflets and websites; how to describe a region.</p> <p>Skills: To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>When talking about travel and tourism, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about their holidays that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p> <p>To show off language they know. To look out for useful synonyms. To learn new verbs independently. To make use of the social and cultural context.</p>	<p>Prior learning: Key vocabulary for describing accommodation, weather, holiday activities has already been introduced in KS3. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The emphasis is on contrasting tenses and the consistent use of three time frames.</p> <p>Future learning: Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Emphasis on more complex structures with</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisionworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com Exampro Grammar booklet</p>

			the use of all tenses in three time frames.	
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Autumn term				
Year 11 Spanish. Social issues. <u>Local, national, international and global areas of interest.</u>				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Charity and voluntary work.</p> <p>Healthy and unhealthy living.</p>	<p>Knowledge: Vocabulary on charity work and healthy living. Using <i>deber/tener que</i> + infinitive/<i>hay que</i> + infinitive. Introducing the conditional forms – affirmative and negative. Using negative words <i>nunca, tampoco, ni...ni...</i> Revising the imperfect tense to talk about previous health habits. Learning and using the present continuous. Learning about the present subjunctive: <i>querer</i> + infinitive <i>querer que</i> + subjunctive <i>es posible que</i> + subjunctive <i>para que</i> + subjunctive Understanding: Students will understand how to talk about charities and voluntary work; how to talk about volunteering; how to describe healthy and unhealthy lifestyles; how to express opinions related to healthy living. Skills: To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work</p>	<p>When talking about social issues, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about charity work and volunteering as well as healthy lifestyles that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p> <p>To approach language in reading texts with a high level of understanding. To use conversation fillers. To listen for different tenses. To express agreement and disagreement.</p>	<p>Prior learning: Key vocabulary for describing healthy habits and contrast has already been introduced in KS3. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The conditional tense was introduced in KS3 and in the previous unit and will be reviewed in this unit to describe health resolutions. The imperfect and present tense have been introduced in previous units such as festival, family and is being reviewed here to contrast</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisionworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com Exampro Grammar booklet</p>

	<p>collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>		<p>past and current lifestyles.</p> <p><u>Future learning:</u></p> <p>Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Emphasis on more complex structures with the use of subjunctive which will be reviewed in the next unit Global issues.</p>	
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Spring term Year 11 Spanish. Local, national, international and global areas of interest. Global issues.				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
	<p><u>Knowledge:</u> Vocabulary on the environment.</p>	<p>When talking about global issues, students should be able to show their competence in listening,</p>	<p><u>Prior learning:</u> Key grammar points Si + present is introduced in</p>	<p>Knowledge organisers Verbs sheet.</p>

<p>The environment and environmental problems.</p> <p>Poverty and homelessness.</p>	<p>Using modal verbs to express recommendations and obligations (must do/can do/should do/could do).</p> <p>Using the past tense for effects of behaviours on environment.</p> <p>Using <i>si</i> sentences for outlining consequences of actions.</p> <p>Learning and using the pluperfect tense.</p> <p>Learning and using the imperfect subjunctive and its use in “if” clauses: <i>si fuera...</i></p> <p><i>si tuviera que...</i> with conditional completions.</p> <p>Using verbs followed by the subjunctive (<i>hay que, es importante que, me preocupa que</i>).</p> <p><u>Understanding:</u> Students will understand how to talk about ways of protecting the environment; how to understand and discuss environmental problems; how to talk about homelessness; how to talk about helping the homeless and the needy.</p> <p><u>Skills:</u> To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about the environment, poverty and homelessness that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p> <p>To use prefixes. To make mind maps. To spot positive and negative expressions. To extend the way the express opinions.</p>	<p>unit 3 with sports and the subjunctive was introduced in the previous topic. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The subjunctive was taught in the previous unit and this leads to introducing the imperfect subjunctive in this unit.</p> <p><u>Future learning:</u></p> <p>Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Emphasis on more complex structures with the use of subjunctive and modal verbs to express recommendations and obligations.</p>	<p>Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisonworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com Exampro Grammar booklet</p>
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Spring term

Year 11 Spanish. Studies and employment. School life.

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>School and subjects.</p> <p>Describing my school.</p> <p>Life at school.</p>	<p>Knowledge: Vocabulary on school. Using <i>tener que/ deber/ hay que</i> (compulsory subjects). Using <i>porque</i> to express reasons.</p> <p>Revising the perfect tense regular verbs (<i>escoger/decidir/dejar</i> - options). Transferring <i>deber/poder/hay que/querer</i> to school rules context.</p> <p>Using <i>debería ser</i> and <i>debería haber</i>.</p> <p>Comparative and superlative in expressing opinions about subjects.</p> <p>Learning and using the imperative. Using of <i>tú</i> and <i>usted</i> in informal/formal exchanges.</p> <p>Understanding: Students will understand how to talk about their studies; how to describe their school; how to talk about school rules and uniform; how to talk about the good and the bad aspects of school.</p> <p>Skills: To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and</p>	<p>When talking about studies and school life, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about their school and college that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p> <p>To talk to themselves for further practice. To create check list to help them revise. To translate to and from Spanish. To look for clues to time frames.</p>	<p>Prior learning: Key vocabulary for describing school subjects, uniform, school facilities and school life has already been introduced in KS3. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The emphasis is on contrasting tenses and the consistent use of three time frames.</p> <p>Future learning: Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisonworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com Exampro Grammar booklet</p>

	<p>speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>		<p>points. Emphasis on more complex structures with the use of all tenses in three time frames. Students will build on talking about school to further give opinions about further education.</p>	
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Summer term Year 11 Spanish. Education post-16. Jobs, career choices and ambitions.				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Choice between university or work.</p> <p>Choice of career.</p>	<p>Knowledge: Vocabulary on education post-16 and jobs. Using of 'lo' in '<i>lo que</i>' and <i>lo</i> + adjective. Using a variety of tenses. Building on <i>si</i> clauses with present and future. Using more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>). Using the subjunctive for enhanced statements of possibility. Using the subjunctive after expressions of time (<i>cuando</i>). Revising some adjectives.</p> <p>Understanding: Students will understand how to discuss choices at 18: work or university; how to talk about the benefits of higher education; how to look for and apply for jobs; how to talk about the ideal job.</p> <p>Skills: To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work</p>	<p>When talking about education post-16 and job/ careers choices, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about their future ambitions that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able: To learn some common suffixes. To make deduction in reading and listening. To learn and use useful phrases.</p>	<p>Prior learning: Key vocabulary for describing school life has already been introduced at KS3 and reinforced in the previous module. This will be extended and developed in this unit about education and choice of career through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The emphasis is on the use of more complex structures and the consistent use of three time frames.</p> <p>Future learning:</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisionworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com Exampro Grammar booklet</p>

	<p>collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>To use advanced language to impress.</p>	<p>Revisions of all units to master of all skills in different topics.</p>	
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