



YEAR 10 Spanish SPRG TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Customs and Festivals and Family and Identity



Curriculum Intent	In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>AO1: understand and respond to spoken language in speaking and in writing AO2: understand and respond to written language in speaking and in writing AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.</p> <p>Specifics:</p> <ul style="list-style-type: none"> • understand written texts in Spanish. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier • understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions • undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling • write text in Spanish in a lexically and grammatically accurate way in response to simple and familiar stimuli • translate in writing short sentences or texts, from Spanish to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language • infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences • speak using clear and comprehensible language to: • read aloud a short written text in Spanish and undertake a short unprepared conversation relating to the text • undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous; talk about visual stimuli and extend this conversation into a short unprepared interaction.
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Learn about cultural norms in other countries promoting tolerance, discuss identity (what is important to you, aspirations for the future, gender, sexuality, nationality .etc.), describe the qualities of a good friend Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates, currency and money, weights, time and percentages
Literacy	<p>Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics Vocabulary Tier 3: Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structure, justification. Reading: Regular reading activities (every other lesson minimum) – reciprocal strategies used, such as prediction, draw a picture, create a heading, reading bingo, two truths and a lie. Writing: 190- and 50-word essay writing non-negotiable, written prep for a role play and answers to be typed to general conversation questions, translations. Oracy: Think, pair, share opportunities in every lesson, reading aloud activities as a whole class/group/pair (popcorn, ping pong reading, 1,2,3,4 game), opportunities for discussion on what makes a good piece of writing/speaking. etc, paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz, trade .etc.)</p>

Becoming future ready	Careers/Employability: Consider skills, qualities and interests to work in jobs where languages are sought after.
Adaptation	Throughout this topic, quality first teaching will provide differentiation: By product: see short term plan for lesson-by-lesson examples By resource: see short term plan for lesson-by-lesson examples By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
QFT/SEND Provision	
Implementation Curriculum Delivery	SPRG1 Customs and Festivals <ul style="list-style-type: none"> • Describe festivals in the Spanish speaking world • Discuss Christmas and New Year in Spain • Discuss how you celebrate Christmas/Eid/Another celebration • Discuss a special day in the past (birthday, party, wedding .etc.) SPRG2 Family and Identity <ul style="list-style-type: none"> • Discuss your identity (personality, gender, sexuality, nationality, interests and aspirations for the future) • Different types of family • Physical appearance of yourself and family members • Discuss relationships with family and friends • Describe the qualities of a good friend Red denotes interleaving/previously taught content.
Learning Outcomes (Most powerful knowledge)	
Current learning to be developed in the future within:	All topics to be recapped at the end of Y11. All grammar and skills to be recapped throughout the GCSE course.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.