

Barnsley Academy – Year 10 Spanish Curriculum
Scheme of Work – 2023-24

Term 1 – Week 1		
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Lesson Focus	Theme 1: Identity and culture Who am I? Family members & Opinion review Listening and Reading Baseline	
Prerequisite Knowledge	Family members – masc & fem adjectives Opinions	
Core Knowledge	Vocabulary booklets page 4 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 2		
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Lesson Focus	Theme 1: Identity and culture Who am I? Describing family members and what family and friends are like	
Prerequisite Knowledge	Adjectives to describe people and adjective endings Knowledge of the past tense	
Core Knowledge	Vocabulary booklets page 5 KS4 Spanish Vocabulary Document GRAMMAR: present tense verbs, a range of past tenses to talk about what people have done.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point. IP writing about what friends are like.	Listening and reading tasks Application of the grammar point. IP Writing about a role model.
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points. Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points. Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 48, 78 Viva Higher page 52, 60, 84	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating plans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 3		
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Lesson Focus	Theme 1: Identity and culture Who am I? Describing family relationships – what makes a good friend and role models	
Prerequisite Knowledge	Family members Reflexive verbs	
Core Knowledge	Vocabulary booklets page 5 KS4 Spanish Vocabulary Document GRAMMAR: relationship verbs	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 56 Viva Higher page 62	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 4		
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Lesson Focus	Theme 1: Identity and culture Who am I? How you socialise with family and friends	
Prerequisite Knowledge	Sport hobbies and free time verbs. ACOINS Arranging to go out – places in town.	
Core Knowledge	Vocabulary booklets page 5 KS4 Spanish Vocabulary Document GRAMMAR: present continuous	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge Speaking role play focus – preparation.
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page46, 52 Viva Higher page 50, 56	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 5		
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Lesson Focus	Theme 1: Identity and culture Who am I? Social networks, technology and what is trending	
Prerequisite Knowledge	Technology vocabulary and how to use technology.	
Core Knowledge	Vocabulary booklets page 7 KS4 Spanish Vocabulary Document GRAMMAR: Use of para and infinitives / past tense – saying what you have used technology for	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge – comparing what you do and what you did last weekend.
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 50, 74 Viva Higher page 54, 80	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 6		
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Lesson Focus	Theme 1: Identity and culture Who am I? Reading preferences	
Prerequisite Knowledge	ACOINS Genre of books, different conjugations of leer	
Core Knowledge	Vocabulary booklets page 7 KS4 Spanish Vocabulary Document GRAMMAR: Complex opinions	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 54 Viva Higher page 58	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 7		
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Lesson Focus	Theme 1: Identity and culture Who am I? Different types of food and mealtimes	
Prerequisite Knowledge	Verbs for eating at different times Food and drink Opinions	
Core Knowledge	Vocabulary booklets page 10-11 KS4 Spanish Vocabulary Document GRAMMAR: eating verbs and extended opinions	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 110, 114 Viva Higher page 116, 120	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 8		
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Lesson Focus	Theme 1: Identity and culture Who am I? Free time activities	
Prerequisite Knowledge	Sports and use of jugar. Hobbies and use of hacer	
Core Knowledge	Vocabulary booklets page 6, 9 KS4 Spanish Vocabulary Document GRAMMAR: conjugations jugar and hacer	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 66 Viva Higher page 72, 76	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

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Lesson Focus	Theme 1: Identity and culture Who am I? Sports	
Prerequisite Knowledge	What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	
Core Knowledge	Vocabulary booklets page 9 KS4 Spanish Vocabulary Document GRAMMAR: imperfect tense – what you used to paly / do	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week’s knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 72 Viva Higher page 78	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Lesson Focus	Theme 1: Identity and culture Who am I? What you usually do	
Prerequisite Knowledge	Opinions, sports and hobbies.	
Core Knowledge	Vocabulary booklets page 10 KS4 Spanish Vocabulary Document GRAMMAR: Suelo + infinitive	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 70 Viva Higher page 76	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 11		
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Lesson Focus	Theme 1: Identity and culture Who am I? Tv programmes and films	
Prerequisite Knowledge	Opinions, film genres, use of present tense.	
Core Knowledge	Vocabulary booklets page 8-9 KS4 Spanish Vocabulary Document GRAMMAR: adjectives algunos/otros/muchos/demasiados	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 68, 76 Viva Higher page 74, 82	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

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Lesson Focus	Theme 1: Identity and culture Who am I? Talking about music festivals – tackling 80-90 words Writing assessment	
Prerequisite Knowledge	ACOINS, opinions, narrating events.	
Core Knowledge	Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document GRAMMAR: Use of narration, use of acabar de + infinitive	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 122 Viva Higher page 128	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 13		
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Lesson Focus	Theme 1: Identity and culture Who am I? Comparing different festivals	
Prerequisite Knowledge	Talking about a festival and comparatives.	
Core Knowledge	Vocabulary booklets page 12 KS4 Spanish Vocabulary Document GRAMMAR: Present tense with we and they	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 116 Viva Higher page 122	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 14		
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Lesson Focus	Theme 1: Identity and culture Who am I? Describing a special day	
Prerequisite Knowledge	Celebrations and festivals Reflexive verbs	
Core Knowledge	Vocabulary booklets page 10-12 KS4 Spanish Vocabulary Document GRAMAMR: Preterite of reflexive verbs	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 118 Viva Higher page 124	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 1 – Week 15		
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Lesson Focus	Theme 1: Identity and culture Review	
Prerequisite Knowledge	Theme review.	
Core Knowledge	Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	Reinforce key vocabulary and include speaking, writing and translation. Lesson Structure - KS4
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 124-128, 58-62, 80-84 Viva Higher page 130-134, 86-90, 64-68	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2

Term 1 – Week 16 Assessment		
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Lesson Focus	Theme 1: Identity and culture Review	
Prerequisite Knowledge	Theme 1 content	
Core Knowledge	Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2– Week 1		
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Lesson Focus	Theme 2: Local Area, holiday and travel Town, region and country Describing a region & what’s in town	
Prerequisite Knowledge	Vivir ACOINS	
Core Knowledge	Hay / no hay Verb – vivir ACOINS Vocabulary booklets page 4-12	

	KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2 – Week 2		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Town, region and country What you can and can’t do in town	
Prerequisite Knowledge	ACOINS Activities in town	
Core Knowledge	Se puede / se pueden Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	

Specific SEN(D)/EAL support	<p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p>	<p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p>
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Term 2 - Week 3		
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Lesson Focus	Theme 2: Local Area, holiday and travel Town, region and country Talking about pros / cons of town	
Prerequisite Knowledge	ACOINS Contrasting connectives	
Core Knowledge	The conditional Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	<p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p>	<p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p>

Term 2 – Week 4		
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Lesson Focus	Theme 2: Local Area, holiday and travel Town, region and country Planning what to do using ‘si’ clauses	

Prerequisite Knowledge	Weather phrases	
Core Knowledge	Si clauses with simple future Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2 – Week 5		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Town, region and country A past visit <i>Listening and reading assessment</i>	
Prerequisite Knowledge	Preterite tense Past opinions	
Core Knowledge	Preterite tense Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs	

Assessment (Informal/Formal)	3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2 – Week 6		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Holidays Talking about holiday preferences	
Prerequisite Knowledge	Countries/nationalities Regional vocab Opinions	
Core Knowledge	ACOINS Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs	
Assessment (Informal/Formal)	3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2 – Week 7		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Holidays A past holiday	
Prerequisite Knowledge	Preterite tense Countries	
Core Knowledge	Preterite tense Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2 – Week 8		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Travel & Tourist Transactions Ordering in a restaurant	
Core Knowledge	Role play task Adjectives ending in -ísimo/a ActiveLearn P.120 Foundation Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	

Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark	
Assessment (Informal/Formal)	Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 2 – Week 9		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Travel & Tourist Transactions Talking about shops and shopping	
Prerequisite Knowledge	Clothing Questions	
Core Knowledge	Demonstrative adjectives ActiveLearn P.96 Foundation Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark	
Assessment (Informal/Formal)	Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs.

	Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Create positive relationships with pupils – look on Arbor and Edukey for specifics
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Term 2 – Week 10		
	1	2
Lesson Focus	Theme 2: Local Area, holiday and travel Travel & Tourist Transactions Illness and injury, booking accommodation and problems	
Prerequisite Knowledge	Body parts – illness and injury	
Core Knowledge	Me duele(n) Tengo + symptom Active Learn – P.112 (I&I) Vocabulary booklets page 4-12 KS4 Spanish Vocabulary Document	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 3 – Week 1		
	1	2
Lesson Focus	Theme 3: School What school is like: Giving opinions about school subjects	

Prerequisite Knowledge	Subjects ACOINS	
Core Knowledge	Comparatives & superlatives Extended justifications	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 26 (starting point) Viva Higher page 28 (starting point) / 32	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 3 – Week 2		
	1	2
Lesson Focus	Theme 3: School What school is like: Describing school uniform and the school day	
Prerequisite Knowledge	Time, clothes, colours Adjective agreement	
Core Knowledge	Adjectives, ACOINS	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 28 Viva Higher page 30	

Specific SEN(D)/EAL support	<p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p>	<p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p>
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Term 3 – Week 3		
	1	2
Lesson Focus	Theme 3: School What school is like: Describing your school	
Prerequisite Knowledge	Hay / no hay	
Core Knowledge	Primary school vs secondary school Imperfect tense vebs Negatives	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 30 Viva Higher page 34	
Specific SEN(D)/EAL support	<p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p>	<p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p>

Term 3 – Week 4		
	1	2
Lesson Focus	Theme 3: School What school is like: Talking about school rules and problems	
Prerequisite Knowledge		

Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 32 Viva Higher page 36	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 3 – Week 5		
	1	2
Lesson Focus	Theme 3: School School activities: Talking about plans for a school exchange	
Prerequisite Knowledge	Near future tense Simple future tense Asking and answering questions Time	
Core Knowledge	Near future extension Simple future extension Core verbs: Asistir Llegar Llevar Volver	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 34 Viva Higher page 38	

Specific SEN(D)/EAL support	<p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p>	<p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p>
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Term 3 – Week 6		
	1	2
Lesson Focus	Theme 3: School School activities: Talking about activities and achievements	
Prerequisite Knowledge	Activities – sports / hobbies ACOINS Gender agreement	
Core Knowledge	Desde hace D.O.Ps 3 tenses – stretch	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 36 Viva Higher page 40	
Specific SEN(D)/EAL support	<p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p>	<p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p>

Term 3 – Week 7		
	1	2
Lesson Focus	Speaking focus – role plays	
Prerequisite Knowledge		
Core Knowledge		

Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 3 – Week 8		
	1	2
Lesson Focus	Speaking focus – photo cards	
Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

Term 3 – Week 9		
	1	2
Lesson Focus	Speaking focus – general conversation	
Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Performance: confidence British Modern Values: Respect: ensuring pupils know how to conduct themselves when other people are speaking in Spanish, how to demonstrate good communication skills. SMSC: Cultural: willingness to use another language to communicate their ideas and thoughts. Language of Character Virtue: Confidence: Pupils will demonstrate good communication skills through listening and speaking with pride and to not be put off by making mistakes or pauses in speech.	

Term 3 – Week 10		
	1	2
Lesson Focus	Speaking focus – general conversation	
Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	

Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark	
Assessment (Informal/Formal)	Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Performance: confidence British Modern Values: Respect: ensuring pupils know how to conduct themselves when other people are speaking in Spanish, how to demonstrate good communication skills. SMSC: Cultural: willingness to use another language to communicate their ideas and thoughts. Language of Character Virtue: Confidence: Pupils will demonstrate good communication skills through listening and speaking with pride and to not be put off by making mistakes or pauses in speech.	

Term 3 – Week 11		
	1	2
Lesson Focus	Focus on P4 F Q3	
Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark	
Assessment (Informal/Formal)	Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics

	Use of flexible groupings – reteach where necessary.	
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Performance: motivation and resilience British Modern Values: Respect: ensuring pupils know how to conduct themselves when listening to a recording so all pupils are able to concentrate. SMSC: Spiritual: willingness to reflect on previous mistakes and understand how to improve for next time. Language of Character Virtue: Motivation: Pupils will demonstrate motivation to improve skills on the tricky exam questions in order to gain marks in their GCSE receptive skills. Resilience: Pupils will have to learn from previous mistakes and keep trying the skills required to answer these types of questions.	

Term 3 – Week 12		
	1	2
Lesson Focus	Focus on P4 F Q3	
Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Performance: motivation and resilience British Modern Values: Respect: ensuring pupils know how to conduct themselves when listening to a recording so all pupils are able to concentrate. SMSC: Spiritual: willingness to reflect on previous mistakes and understand how to improve for next time. Language of Character Virtue: Motivation: Pupils will demonstrate motivation to improve skills on the tricky exam questions in order to gain marks in their GCSE receptive skills. Resilience: Pupils will have to learn from previous mistakes and keep trying the skills required to answer these types of questions.	

Term 3 – Week 13		
	1	2
Lesson Focus	Reading and Listening – tricky questions practice	

Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		
Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Performance: motivation and resilience British Modern Values: Respect: ensuring pupils know how to conduct themselves when listening to a recording so all pupils are able to concentrate. SMSC: Spiritual: willingness to reflect on previous mistakes and understand how to improve for next time. Language of Character Virtue: Motivation: Pupils will demonstrate motivation to improve skills on the tricky exam questions in order to gain marks in their GCSE receptive skills. Resilience: Pupils will have to learn from previous mistakes and keep trying the skills required to answer these types of questions.	

Term 3 – Week 14		
	1	2
Lesson Focus	Reading and Listening – tricky questions practice	
Prerequisite Knowledge		
Core Knowledge		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. Lesson Structure - KS4	
Independent Practice	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark Whiteboard checks Circulation Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	
Assessment (Informal/Formal)		

Resources	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary.	Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Performance: motivation and resilience British Modern Values: Respect: ensuring pupils know how to conduct themselves when listening to a recording so all pupils are able to concentrate. SMSC: Spiritual: willingness to reflect on previous mistakes and understand how to improve for next time. Language of Character Virtue: Motivation: Pupils will demonstrate motivation to improve skills on the tricky exam questions in order to gain marks in their GCSE receptive skills. Resilience: Pupils will have to learn from previous mistakes and keep trying the skills required to answer these types of questions.	