

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

Term 1 – Week 1		
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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Family members & Opinion review Listening and Reading Baseline	
<b>Prerequisite Knowledge</b>	Family members – masc & fem adjectives Opinions	
<b>Core Knowledge</b>	Vocabulary booklets page 4 <a href="#">KS4 Spanish Vocabulary Document</a>	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Describing family members and what family and friends are like	
<b>Prerequisite Knowledge</b>	Adjectives to describe people and adjective endings Knowledge of the past tense	
<b>Core Knowledge</b>	Vocabulary booklets page 5 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: present tense verbs, a range of past tenses to talk about what people have done.	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	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.
<b>Assessment (Informal/Formal)</b>	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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 48, 78 Viva Higher page 52, 60, 84	
<b>Specific SEN(D)/EAL support</b>	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

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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Describing family relationships – what makes a good friend and role models	
<b>Prerequisite Knowledge</b>	Family members Reflexive verbs	
<b>Core Knowledge</b>	Vocabulary booklets page 5 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: relationship verbs	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 56 Viva Higher page 62	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> How you socialise with family and friends	
<b>Prerequisite Knowledge</b>	Sport hobbies and free time verbs. ACOINS Arranging to go out – places in town.	
<b>Core Knowledge</b>	Vocabulary booklets page 5 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: present continuous	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge Speaking role play focus – preparation.
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page46, 52 Viva Higher page 50, 56	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Social networks, technology and what is trending	
<b>Prerequisite Knowledge</b>	Technology vocabulary and how to use technology.	
<b>Core Knowledge</b>	Vocabulary booklets page 7 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: Use of para and infinitives / past tense – saying what you have used technology for	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	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.
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 50, 74 Viva Higher page 54, 80	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Reading preferences	
<b>Prerequisite Knowledge</b>	ACOINS Genre of books, different conjugations of leer	
<b>Core Knowledge</b>	Vocabulary booklets page 7 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: Complex opinions	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 54 Viva Higher page 58	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Different types of food and mealtimes	
<b>Prerequisite Knowledge</b>	Verbs for eating at different times Food and drink Opinions	
<b>Core Knowledge</b>	Vocabulary booklets page 10-11 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: eating verbs and extended opinions	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 110, 114 Viva Higher page 116, 120	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Free time activities	
<b>Prerequisite Knowledge</b>	Sports and use of jugar. Hobbies and use of hacer	
<b>Core Knowledge</b>	Vocabulary booklets page 6, 9 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: conjugations jugar and hacer	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 66 Viva Higher page 72, 76	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Sports	
<b>Prerequisite Knowledge</b>	What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	
<b>Core Knowledge</b>	Vocabulary booklets page 9 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: imperfect tense – what you used to paly / do	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 72 Viva Higher page 78	
<b>Specific SEN(D)/EAL support</b>	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

<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> What you usually do	
<b>Prerequisite Knowledge</b>	Opinions, sports and hobbies.	
<b>Core Knowledge</b>	Vocabulary booklets page 10 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: Suelo + infinitive	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 70 Viva Higher page 76	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Tv programmes and films	
<b>Prerequisite Knowledge</b>	Opinions, film genres, use of present tense.	
<b>Core Knowledge</b>	Vocabulary booklets page 8-9 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: adjectives algunos/otros/muchos/demasiados	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 68, 76 Viva Higher page 74, 82	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Talking about music festivals – tackling 80-90 words <b>Writing assessment</b>	
<b>Prerequisite Knowledge</b>	ACOINS, opinions, narrating events.	
<b>Core Knowledge</b>	Vocabulary booklets page 4-12 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: Use of narration, use of acabar de + infinitive	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 122 Viva Higher page 128	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Comparing different festivals	
<b>Prerequisite Knowledge</b>	Talking about a festival and comparatives.	
<b>Core Knowledge</b>	Vocabulary booklets page 12 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMMAR: Present tense with we and they	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 116 Viva Higher page 122	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b> <b>Who am I?</b> Describing a special day	
<b>Prerequisite Knowledge</b>	Celebrations and festivals Reflexive verbs	
<b>Core Knowledge</b>	Vocabulary booklets page 10-12 <a href="#">KS4 Spanish Vocabulary Document</a>  GRAMAMR: Preterite of reflexive verbs	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page 118 Viva Higher page 124	
<b>Specific SEN(D)/EAL support</b>	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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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture</b>	
	<b>Review</b>	
<b>Prerequisite Knowledge</b>	Theme review.	
<b>Core Knowledge</b>	Vocabulary booklets page 4-12 <a href="#">KS4 Spanish Vocabulary Document</a>	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	Reinforce key vocabulary and include speaking, writing and translation. <a href="#">Lesson Structure - KS4</a>
<b>Independent Practice</b>	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge
<b>Assessment</b> (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
<b>Resources</b>	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	
<b>Specific SEN(D)/EAL support</b>	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 16 Assessment

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<b>Lesson Focus</b>	<b>Theme 1: Identity and culture Review</b>	
<b>Prerequisite Knowledge</b>	Theme 1 content	
<b>Core Knowledge</b>	Vocabulary booklets page 4-12 <a href="#">KS4 Spanish Vocabulary Document</a>	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Vocabulary introduction and use it in a reading and listening context. <a href="#">Lesson Structure - KS4</a>	
<b>Independent Practice</b>	Filling in the speaking booklet for the three themes. Steps 1) drill vocabulary with white boards 2) write the paragraphs 3) live mark	
<b>Assessment</b> (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	
<b>Resources</b>	Previous lessons on OneDrive, lesson ideas PPT, exam wizard, UL Hub Viva Foundation page Viva Higher page	
<b>Specific SEN(D)/EAL support</b>	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