

Subject	Spanish Components		
	What new knowledge/content do we introduce?		
	Year 7 Me Presento/ This is me	Year 8 ¡Dónde vivo yo!/ Where I live	Year 9 'Tecnología y mia vida cotidiana' Technology and my daily life
Intent Statement	By the end of year 7, our aim for an IGS Spanish student will be to develop their linguistic knowledge and above all their confidence in manipulating the dynamics of language learning and have fun in doing so. We aim for them to have an understanding and appreciation for the need to seek and give basic information about themselves in the target language. They will use the powerful knowledge of the language of learning via cognates and phonics to give them confidence to deduce the meaning of unfamiliar words when reading or listening and have a go at pronouncing new and unfamiliar words correctly when reading aloud or speaking. Their cultural capital knowledge will be heightened by producing a video piece on describing their school for a Spanish audience. Languages Festival and Christmas activities also provides them with the opportunity to explore similarities and differences in the Hispanic society compared to their own cultural background.	By the end of year 8, our aim for an IGS Spanish student will be able to expand on their linguistic powerful knowledge and gain more confidence in manipulating the language via spotting patterns and applying the basic skills acquired in Year 7. Students will retrieve vocabulary from Year 7 and continue to build on this and their grammar acquisition, so they learn more and know more with increasing confidence and enjoyment. They will be able to speak and write with growing complexity via many opportunities to communicate in the target language and find reading and listening opportunities easier to deduce meaning from as they build on their bank of powerful knowledge (vocabulary and grammar). Their ability to express opinions and ask questions will grow in complexity with some ease. Their cultural awareness will grow via opportunities during languages festival week as well as learning about the importance of Easter in Spain. Cultural awareness is interweaved throughout the course, so students are given ample opportunity to celebrate differences.	By the end of year 9, our aim for an IGS Spanish student will be able to expand upon their string foundation of powerful knowledge in grammar structures and vocabulary learning in Year 7 & 8. They will be able to confidently manipulate this knowledge and apply it to different situations with increasing depth and complexity. They will have further opportunities to write and speak in Spanish and to read and listen to responses that helps them become confident and informed Spanish linguists as they begin to play with the language in a way that celebrates their appreciation and understanding of the language. They will gain a string foundation that prepares them competently for the skill that they will require and retrieve at KS4 & into 5. Their cultural awareness will grow via opportunities during languages festival week as well as learning about Spanish art and artists. Cultural awareness is interweaved throughout the course, so students are given ample opportunity to celebrate differences.
Autumn	<ul style="list-style-type: none"> • Basic greetings and introductions in Spanish. • Cognates and phonics and the sounds of words. • Alphabet, numbers, days, months, • Understanding and responding to basic questions and classroom instructions. 	<ul style="list-style-type: none"> • Talking about where you live (N,S,E,W) and local area • Describing your home, rooms in a house • Using opinion verbs + adjectives to describe your house and local area 	<ul style="list-style-type: none"> • Re-cap of some of the year 8 topic on home, town and local area • Talking about activities they do with their mobile phone • Adjectives to describe their reasons for using their mobile phone • Opinions (higher tier)

	<ul style="list-style-type: none"> Classroom items, rucksack items and colours. Opinion verbs 'I like/ I hate/ I love/ I don't like etc) introduced. 	<ul style="list-style-type: none"> 'Lo bueno y lo malo de tu casa'/ 'the good and the bad thing about your house' adding further complexity to opinions Using 'donde se puede'/ 'where one can' to extend sentences and say what one can do in different rooms of the house Activities at home An introduction to the 'Near Future tense' saying where you are going to live in the future Retrieve and recall prior learning on using the lexical application of the 'Conditional Tense' to say where you would like to live or what type of house you would like to live in, in the future. 	<ul style="list-style-type: none"> Third person opinions Introduction to Present tense of all 'AR, ER & IR' verbs in Spanish plus key irregulars. Timeframes of frequency Vocabulary of technology appliances Verbs of technology Activities linked to the use of technology Opinions and adjectives relating to the use of different types of technology Re-cap of timeframes of frequency Consolidation of third person opinions with 'back to front' verbs 'Lo + adjective' more complex adjectives to compliment the use of technology Advantages and disadvantages of the internet and apps
Spring	<ul style="list-style-type: none"> Introduction of family members Intro' to basic key verbs (<i>to be/ to have/ to wear/ to be called</i>) to describe physical descriptions (hair/ eyes/ physical build). Lexical introduction of the conditional tense to say what you would like to be like/ have. Adjectives describing personality. Introduction of pets/ animals. Adjectives describing pets and their personality. Intro to freetime activities Introduction of the Present tense of 'AR, ER & IR verbs' in the present tense. Recap of family members to say who you do activities with 	<ul style="list-style-type: none"> Places in your town/ city/ local area vocabulary Opinions and adjectives to describe what there is in your town/ city Use of more complex opinions using 'Lo + adjective' in longer extended sentences Use of 'se puede' + infinitives and activities that one can do in a town 	<ul style="list-style-type: none"> Free time activities re-cap from Year 7 & 8 linked to town etc Introduction to the full Preterite Past Tense of AR, ER & IR verbs including high frequency irregulars Asking questions to seek opinions using '¿Cómo fue?' & '¿Cómo lo pasaste?' Recap of family members from Year 7 Recap of physical descriptions words, nouns and adjectives from Year 7 plus new higher tier vocabulary Possessive adjectives Introduction to higher order numbers above 30 Introduction of vocabulary relating to marital status

	<ul style="list-style-type: none"> • Introduction to timeframes of frequency 		<ul style="list-style-type: none"> • Introduction of the irregular verb 'Estar – to be' in the present tense.
Summer	<ul style="list-style-type: none"> • Intro to school subjects • Adjectives to describe school subjects • Opinions re-introduced plus a few more to help build their knowledge bank plus adjectives to describe teachers • Intro of school facilities and describing what we do in different classrooms/ subjects • Introduction of 'donde se puede' (where one can) 	<ul style="list-style-type: none"> • Vocabulary for Television programmes and types of films • Higher tier Opinions on TV programmes and adjectives • Use of comparatives (more..than/ Less..than/ as..as) to compare and contrast • Retrieval of prior learning via revisiting the Near Future and saying what you are going to watch on TV. • Future timeframes • Transactional language: Asking someone out on a date/ to go with you to the cinema (eg) • Time • Prepositions (in front of/ behind/ next • Use of reflexive verbs • Introduction of types of music 	<ul style="list-style-type: none"> • Introduction to food vocabulary including Spanish delicacies and tapas • Opinion verbs for food • Adjectives relating to food items • The use of 'estar' with food + adjective • Food verbs (to eat/ to dine/ to have breakfast etc) • Recap of third person opinions using 'back to front' verbs and food opinion verbs • Retrieval of the past tense with conjugation using the food verbs • Recap of time frames of frequency

<p>Rationale for these specific components WHY THIS and WHY NOW</p>	<p>AUTUMN TERM: WHY THIS & WHY NOW The skills acquired in knowing the alphabet, numbers, days and months provides students with the confidence to interact with each other and native speakers in asking and answering fundamental basic questions based around name, age, date, birthday, how their name is spelt and the birthday's of their friends, family members etc.</p> <p>Using the dynamics of language learning 'Cognates' instils them with the skills to later deduce meaning of higher order words that link to similar higher order words in English. It helps them to deduce meaning from unknown words that appear in unknown and authentic texts. This is a thread that is used throughout their learning journey in Spanish. Use of Phonics and instilling the importance of this also helps give students the confidence at having a go at pronunciation and having a Spanish accent which makes the acquisition of any new/ unknown words much easier as they move up the curriculum in Spanish. It also helps them to seek and give this information to their peers in a non-threatening way to build their confidence to speak in the Target Language. The Alphabet also leads to an initial lesson on phonics and how to pronounce key sounds and letters in different words in Spanish (ll, r, y, cu, ca, ce etc) this will be repeated to differing degrees as they move through the curriculum in Spanish at each key stage. Also, they begin to understand simple instructions in the classroom and respond to them effectively which helps them understand more complex instructions as they move</p>	<p>AUTUMN TERM: WHY THIS & WHY NOW Students are given the opportunity to build on their use of opinions whilst applying it to new vocabulary based around where they live and their home and local area. This again allows them to feel safe and confident describing familiar things that they can identify with and relate to. Again, they are seeking and providing information from their peers in the target language. They retrieve and consolidate their knowledge of 'Adjectival agreement' applying the same formulas that help consolidate this grammar rule which is a golden thread that runs throughout their learning journey. They are now given the opportunity to apply and manipulate this knowledge to another topic/ scenario. This helps build their confidence further in understanding the why and what for in language learning, spotting the patterns of the mechanics of language learning. Their new knowledge of using 'Lo bueno y lo malo de tu casa'/ 'the good and the bad thing about your house' helps them to add further complexity to opinions. This is powerful knowledge and complex grammar that they will revisit and must retrieve through KS3 and into KS4 with growing complexity and authenticity. The introduction of the Near Future tense is tantamount to them becoming confident in manipulating tenses and grammar structures as it will allow them to use familiar and prior learning plus new knowledge and apply it to different timeframes. The knowledge of the Near Future tense will be revisited and consolidated throughout their Spanish journey from Novice to Expert at KS5 and beyond. This is also the case for retrieving the conditional tense and manipulating it with growing confidence and applying it to a new context.</p>	<p>AUTUMN TERM: WHY THIS & WHY NOW Students are given the opportunity to build on their use of opinions whilst applying it to new vocabulary based around technology and their mobile phone. This again allows them to feel safe and confident describing familiar things that they can identify with and relate to. Again, they are seeking and providing information from their peers in the target language using '¿Qué haces con tu móvil?'/ 'What do you do with your phone?' They retrieve and consolidate their knowledge of 'Adjectival agreement' applying the same formulas that help consolidate this grammar rule which is a golden thread that runs throughout their learning journey. They are now given the opportunity to apply and manipulate this knowledge to another topic/ scenario. This helps build their confidence further in understanding the why and what for in language learning, spotting the patterns of the mechanics of language learning. They revisit and apply their knowledge of using 'Lo bueno y lo malo de la tecnología/ 'the good and the bad thing about technology' helps them to add further complexity to opinions linked to technology. This is powerful knowledge and complex grammar that they will revisit and must retrieve through KS3 and into KS4 with growing complexity and authenticity. They are given an introduction to the 'Advantages and Disadvantages of the internet' Comparing 'pro's and cons', especially for this topic in particular, extends into KS4 and is one of the first concepts they will revisit and have to retrieve in Year 12 with added complexity and eloquence and thus good linguistic foundations</p>
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	<p>through the curriculum. It helps provide routine also and they feel safe in their classroom environment as they are familiar with common, basic instructions and expectations from the outset.</p> <p>They will start to explore the importance of 'Adjectival Agreement' through the learning of 'Pencil case items' alongside 'colours' that these items must agree in gender and number and they will start to make these links as they move through the curriculum. The application of this mechanics of grammar is the case for all combination of 'Noun + adjective' in sentences across all schemata.</p> <p>They also start to understand the importance of giving simplistic opinions, an important golden thread that gets more and more complex via adding justifications and then more complex structures such as 'Lo + adjective' later in Key Stage 3 and into GCSE. This structure is a common thread through all themes and topics later at KS3 and then into GCSE and A level. So, opinions are a fundamental need for any language learner as this is the powerful knowledge that allows them to become expert language learners as their language becomes more complex but has it's foundations in learning and consolidating it in this, their novice stage.</p> <p>SPRING TERM: WHY THIS & WHY NOW? Learning family members allows them to seek and share more information with their peers and native speakers. Being able to describe things they are familiar with gives them comfort</p>	<p>SPRING TERM: WHY THIS & WHY NOW? They acquire new knowledge via the introduction of places in the city/ town and apply prior knowledge via combining this vocab with opinion verbs and adjectives to describe these places. The re-application of the grammar rule and golden thread of the need for 'Adjectival agreement' is consolidated as this is a skill that only seems to become absolutely secure in spoken language at KS5 when they automatically begin to connect the dots without thinking.</p> <p>They retrieve the modal verb 'Hay/ There is' and make it negative to talk about what there is and isn't in their town/ city. They will have met this when talking about pencil case items and classroom items in Year 7. They will go on to use this structure at KS4 in more complex structures to give advice about healthy living when they meet 'hay que/ one has to' + infinitive.</p> <p>They move from using 'Me gusta/ I like' into higher tier opinion verbs such as 'No soporto'/ I can't stand/ bear' which is the type of language they will hear more readily in Spanish texts and in spoken Spanish. This, thus, adds complexity and depth to their knowledge of Spanish in recognising it and applying it to different concepts/ topics as they progress through into year 9 and most useful again at GCSE.</p> <p>This is also the case for retrieving the use of the higher tier structure 'se puede'/ 'one can' to add complexity in extended sentences which they met when describing their school at the end of year 9 and now revisit and re-apply to the topic of town and local area. This topic is further repeated, consolidated, and built upon under the KS4 schemata in Year 11. Thus, giving them a strong</p>	<p>and powerful vocabulary are introduced here for that reason. This concept will be revisited and consolidated throughout their Spanish journey from Novice to Expert at KS5 and beyond.</p> <p>SPRING TERM: WHY THIS & WHY NOW? Revisiting free time activities from prior learning in Year 7 sets them up with a good recall of familiar vocabulary and allows them to consolidate this. Then what follows is logical as they will have used these free time activities to learn the golden thread rule of 'Verb Conjugation' via the present tense but now they will use the very same concepts and apply this prior knowledge to help form the Past tense whilst acquiring new knowledge along the way plus an additional timeframe.</p> <p>The re-application of the grammar rule and golden thread of the need for 'Adjectival agreement' is consolidated as this is a skill that only seems to become absolutely secure in spoken language at KS5 when they automatically begin to connect the dots without thinking.</p> <p>They again revisit how to ask more complex questions that require seeking and giving information using '¿Cómo fue?/ 'How was it?' and ¿Cómo lo pasaste?/ How did you find it?' which increases, not only complexity but also authenticity in their use of the Spanish language. They will consolidate and reapply this powerful knowledge when they talk about 'Holidays' at KS4 and in real life scenarios in their use of the Spanish language in writing and speaking.</p>
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	<p>in talking about familiar things in the learning climate.</p> <p>This allows the introduction of key verbs that are imperative to their acquisition of the language. They will use these key basic verbs in EVERY topic that they meet throughout the Spanish Curriculum (Tener – to have/ Ser – to be/ llamarse – to be called). They will build on this bank of key verbs as they cover more and know more.</p> <p>What they will know is that these key verbs are important and later they will find out that they quite commonly are ‘irregular’ in their conjugation when they start to acquire new tenses later on in Year 9 and into GCSE.</p> <p>They will start to further consolidate the golden thread of ‘Adjectival Agreement’ ensuring that adjectives of physicality and personality must agree in gender and number with the person, persons or nouns they are describing. This links to previous learning in the Autumn term whereby they had to make colours agree with the pencil case item in gender and number as per the learning and consolidation of the basic mechanics and powerful knowledge of Spanish Grammar.</p> <p>They have their first lexical introduction to a new tense ‘the Conditional Tense’ to say what they WOULD like to look like/ have/ be. They will then start to recognise this tense using different opinions and verbs by spotting the patterns of how you can change, I like (me gusta) into I would like (me gustaría) and thus link this knowledge to be able to change I love (me encanta) into I would love (me encantaría) and thus seeing patterns and giving them</p>	<p>grammatical foundation which they can manipulate to many differing topics. Increasing their confidence in their use of the language alongside showing an ability to retrieve more and know more.</p> <p>SUMMER TERM: WHY THIS & WHY NOW? As per last term, we further consolidate their use of the grammar concept of ‘Adjectival Agreement’ and give them opportunity to show their understanding of this golden grammar thread, manipulate it and apply it now to the concept of TV programmes and films.</p> <p>To add further complexity to opinions they are introduced to the mechanics of comparatives whereby they compare one type of TV programme to another. This is important as they will be asked to retrieve this knowledge later and apply it to different situations (eg KS4 types of holidays/ school subjects/ KS5 use of the internet and mobile technology/ political movements etc). Use of the comparative structure is powerful knowledge that will help them increase the complexity and understand the formulaic nature of grammar and apply this with increasing confidence.</p> <p>They then have an opportunity to retrieve their knowledge of the Near Future tense and apply it to the topic of TV, thus gaining further confidence and a chance to practice their understanding of how to build this tense made up of 3 component parts. Students are then challenged to recall prior learnt knowledge of numbers from Year 7 and apply it to being able to tell the time with the use of the verb ‘Ser – to be’ which they used in the context of family in Year 7 and are now manipulating it to tell the time.</p>	<p>They retrieve knowledge on family and physical descriptions from year 7 and add complexity and additional higher order vocabulary.</p> <p>Students are then challenged to recall prior learnt knowledge of numbers from Year 7 and apply it to being able to give the age of older family members. Numbers and the use of higher order numbers, manipulating statistics, percentages etc is a thread that flow into KS4 and an essential skill for KS5 and later life beyond the classroom.</p> <p>Vocabulary relating to ‘marital/ civil status’ of family members is introduced and combines the use of the other verb ‘to be/ Estar’ in Spanish. This concept of civil status filters through into KS4 and even into KS5 when they are asked to discuss the lifestyle choices of Hispanic Youth and attitudes towards marriage and divorce. This all helps to increase their confidence in their use of the language alongside showing an ability to retrieve more and know more.</p> <p>SUMMER TERM: WHY THIS & WHY NOW? As per last term, we further consolidate their use of the grammar concept of ‘Adjectival Agreement’ and give them opportunity to show their understanding of this golden grammar thread, manipulate it and apply it now to the concept of food alongside the use of ‘back to front opinion verbs’ relating to food.</p> <p>To add further complexity to opinions they are introduced to the mechanics of giving third person opinions and the use of personal pronouns. This is important as they will be asked to retrieve this knowledge later and apply it to different situations (eg KS4 types of holidays/ school subjects/ KS5 use of the</p>
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	<p>confidence to apply this to similar verbs and structures.</p> <p>They are introduced to the concept of the present tense and how to ‘conjugate’ AR. ER & IR verbs in Spanish. This very concept of ‘Conjugation of verbs’ is the very essence of their language learning and forms the foundations of the mechanics of verb and tense manipulation. Most especially when they do free time later in year 9 as they learn more and know more by applying this powerful knowledge of conjugation to the Preterite Past tense.</p> <p>SUMMER TERM: WHY THIS & WHY NOW?</p> <p>As per above the knowledge of school subjects allows them to feel comfortable giving and seeking basic information that is familiar and relevant to them. They again consolidate the powerful knowledge of ‘Adjectival Agreement’ (school subjects/teachers + adjective + opinion verbs)</p> <p>They will then start making extended sentences agree accurately, or with more complexity, with confidence. There may be errors here at this stage but the repetition and retrieval of these practices and the mechanics of the language and accuracy will start to become clear. This also gives them their first awareness of the importance of talking about school studies and future plans and employment at KS4.</p>	<p>They are introduced to prepositions here to say where they will meet someone to go out and use increasingly complex question structures moving from ‘me gustaría’ into ¿Te gustaría...?/Would you like to..? So that they can use more complexity in conversing with peers and native speakers when seeking and asking for information.</p> <p>They use timeframes and apply it to the grammar of the near future and the conditional tense, so they are able to communicate in spoken and written form in 3 tenses. The idea of asking a question is paramount to becoming an expert linguist as they must do so in spoken elements during their GSCE speaking exam and during their KS5 orals. Yet most importantly asking questions is a skill that allows them to converse in real life scenarios in the Hispanic world and they must adapt to multiple scenarios and in unexpected scenarios.</p>	<p>internet and mobile technology/ political movements etc). Use of the third person opinion structure is powerful knowledge that will help them increase the complexity and understand the formulaic nature of grammar and apply this with increasing confidence. They then have an opportunity to retrieve their knowledge of the past tense applying and manipulating the verbs of food thus gaining further confidence and a chance to practice their understanding of how to build this tense and consolidate it further. They also revisit the use of the verb ‘Estar/ to be’ with food adjectives here which they met earlier in the term thus, allowing further opportunities to apply this powerful prior knowledge.</p> <p>They use timeframes and apply it to the grammar of the past tense, near future and conditional now in relation to food. Therefore, they can communicate in spoken and written form in 4 tenses. The idea of talking about food and asking for food is paramount to becoming an expert linguist as they must do so in spoken elements during their GSCE speaking exam and during their KS5 orals. Yet most importantly asking questions and discussing food is a skill that allows them to converse in real life scenarios in the Hispanic world and they must adapt to multiple scenarios and in unexpected scenarios.</p>
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	Composites		
What do students do with this knowledge?	<ul style="list-style-type: none"> • They begin to apply the mechanics of language learning as per above and understand these are golden threads that underpin their ability to seek and give information on many themes and topics in the grand schemata of the language. • Recognise and apply the need for Adjectival agreement (noun + adjective agreements in gender and number) • Give opinions from simple to increasingly more complex with extended sentences as they move from Novice to Advanced to Expert language learners. • Give justifications of their opinions using connectives to extend their language knowledge • Prepares them for retrieval of these basic grammar mechanics and apply to all future composites and schemata throughout KS3 up to KS5. • Allows them to spot patterns on how to form basic tenses and verbs and talk in more than one timeframe. 	<ul style="list-style-type: none"> • They are further manipulating their understanding of the ‘Adjectival Agreement’ golden thread and applying it here to 3 different situations • They are beginning to understand the use of grammar and tense formation to be able to communicate in different timeframes for different situations • Their opinions from Year 7 are being built upon and being able to communicate to a more near native degree in terms of their use of higher tier opinions combined with ‘lo + adjective’ which they revisit time and time again as they make their transition into GCSE Spanish. • They will begin to spot patterns by understanding how questions are formed from statements they may have given in the use of ‘¿Te gustaría...?’ and replying with ‘Me gustaría..’ increasing their ability to ask for increasingly more complex information. It is also giving them confidence to be able to converse with their peers in a foreign language using transactional everyday language and scenarios. • They are also able to converse asking questions and giving answers to real life situations: asking someone to go out with them or meet them somewhere for example. • They are now able to use 3 different tenses: present, near future and conditional tense. 	<ul style="list-style-type: none"> • They are further manipulating their understanding of the ‘Adjectival Agreement’ golden thread and applying it here to 4 different situations • They are beginning to understand the use of grammar and tense formation to be able to communicate in different timeframes for different situations especially in the past tense. • Their opinions from Year 7 are being built upon and being able to communicate to a more near native degree in terms of their use of higher tier opinions combined with ‘lo + adjective’ which they revisit time and time again as they make their transition into GCSE Spanish. • They will begin to spot patterns by understanding how questions are formed from statements in the past tense. This is increasing their ability to ask for increasingly more complex information. It is also giving them confidence to be able to converse with their peers in a foreign language using transactional everyday language and scenarios. • They are also able to converse asking questions and giving answers to real life situations: asking someone to go out with them or meet them somewhere for example. • They are now able to use 4 different tenses: past, present, near future and conditional tense.

			<ul style="list-style-type: none"> • They are able to move away from talking only about themselves and give the opinions of family members • They can use the two verbs meaning 'to be' in Spanish which can be a complex notion and relate it to food.
Links to previous learning	Key Stage 2: In the very few instances that students have access to Spanish in their feeder school or simply on holiday they may have knowledge of how to say their name, numbers, simple greetings and possibly the words for animals. They may also, having had experience of cultural capital via family holidays in Spain of a Hispanic country.	Year 7 Adjectival agreement rule Adjectives and opinion words Lo + adjective Numbers Me gustaría Se puede Asking questions Punctuation marks (¿?)	Year 7/ 8 Adjectival agreement rule Adjectives and opinion words Lo + adjective Numbers Me gustaría (+ derivatives) Asking questions Punctuation marks (¿?) Conjugation of verbs (present tense) Free time activities Family members Possessive pronouns
How is challenge embedded in the Key Stage 3 curriculum	<ul style="list-style-type: none"> • The idea of Adjectival Agreement is pushed to show that sometimes not all nouns are masculine or feminine. Students asked to spot patterns. • They are challenged to find the patterns in how to form the conditional tense changing I would like and applying it to say I would love as described above. • There are always given extension tasks with every activity. • They are introduced to new, unfamiliar words via original and authentic materials (video and magazine extracts) and asked to try and deduce meaning. 	<ul style="list-style-type: none"> • Every task has 3 levels of challenge and an extension activity to stretch and challenge using traffic light challenges • Students are having to manipulate more complex questioning structures and apply it to their own role play scenarios of asking someone to go out with them and also meet them somewhere • They being asked to extend their understanding of 'Lo + adjective' and are challenged to use more complex or interesting adjectives as opposed to just 'lo bueno y lo malo' • Using se puede in an extended sentence is something that may be a difficult concept to master also and so they will revisit this again and again in their learning journey 	<ul style="list-style-type: none"> • Every task has 3 levels of challenge and an extension activity to stretch and challenge using traffic light challenges • Students are having to manipulate more complex questioning structures and apply it to their own role play scenarios of asking someone to go out with them and also meet them somewhere • They being asked to extend their understanding of 'Lo + adjective' and are challenged to use more complex or interesting adjectives as opposed to just 'lo bueno y lo malo' • The use of third person opinions using 'back to front verbs' the personal 'a' is a tricky concept and once grasped they can apply it to many back to front

			<p>opinion verbs they can recall and will revisit on their learning journey.</p> <ul style="list-style-type: none"> The preterite/ past tense is complex due to the amount of irregular verbs and rules that apply and so students are encouraged to explore more complex irregulars.
Cultural Capital	<p>European Day of Languages (Sept): they are exposed to basic greetings in other languages. They are also asked to produce a cake that celebrates the theme of another European Country or that of their language class (French or Spanish)</p> <p>Autumn term: They are exposed to what Christmas is like in Spain or Hispanic countries and create cards.</p> <p>Spring Term: When describing themselves and others we use current Spanish role models and introduce them to them. Summer term, Language's festival: They make models of famous monuments from European countries. They also learn about 'día de los Muertos/ day of the dead' in México and create colourful skulls to celebrate this traditional joyous festival.</p>	<p>European Day of Languages (Sept): they are exposed to basic greetings in other languages. They are also asked to produce a cake that celebrates the theme of another European Country or that of their language class (French or Spanish)</p> <p>Autumn term: They are exposed to what Christmas is like in Spain or Hispanic countries and create cards.</p> <p>Spring Term: When describing their town/ city they are exposed to the different types of buildings (plaza de toros) and places (la plaza mayor) which always entails a short 'culture vulture' mini explanation of how Spanish lifestyle differs in terms of past times and cultural activities.</p> <p>Summer term, Language's festival: They play games indoors and outdoors from Hispanic countries.</p>	<p>Autumn term: When describing use of Technology and Apps they learn about which apps are popular in the Hispanic world. They are exposed to what Christmas is like in Spain or Hispanic countries via quizzes.</p> <p>Spring Term: Free time activities includes specific Spanish sports and popular activities involving friends.</p> <p>Summer term: Talking about food and learning about typical Spanish dishes as well as Tapas and the idea of 'Ir de Tapas' They can do role plays of being in a Spanish restaurant asking for and ordering food.</p> <p>Language's festival: They recreate murals and posters of the famous Spanish piece of art 'El Guernica' by Pablo Picasso' during which they learn of it's history, the Spanish Civil war and symbolism of the pictures and it's different elements via videos and interactive games plus hands on recreation of parts of this world famous piece of Spanish art.</p>
WIDER READING	<ul style="list-style-type: none"> The film CoCo (for language, song and cultural capital as per 'el día de los Muertos) Dora la exploradora (basic vocab) Encanto (film) for cultural capital and Spanish language 	<ul style="list-style-type: none"> The film CoCo (for language, song and cultural capital as per 'el día de los Muertos) Dora la exploradora (basic vocab) Encanto (film) for cultural capital and Spanish language 	<ul style="list-style-type: none"> The film CoCo (for language, song and cultural capital as per 'el día de los Muertos) Dora la exploradora (basic vocab) Encanto (film) for cultural capital and Spanish language

	<ul style="list-style-type: none"> • Mary Glasgow magazines which they are often gifted as best prizes for their efforts during European day of languages and languages festival. • Duolingo: fun application for them to acquire new words and vocab, practice spelling and learning adjectival agreement often applying words to sentence level. 	<ul style="list-style-type: none"> • Mary Glasgow magazines which they are often gifted as best prizes for their efforts during European day of languages and languages festival. • Duolingo: fun application for them to acquire new words and vocab, practice spelling and learning adjectival agreement often applying words to sentence level. 	<ul style="list-style-type: none"> • Mary Glasgow magazines which they are often gifted as best prizes for their efforts during European day of languages and languages festival. • Duolingo: fun application for them to acquire new words and vocab, practice spelling and learning adjectival agreement often applying words to sentence level.
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