

MFL Curriculum Intent

The MFL curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, students will work on all four language skills: listening, reading, speaking and writing; referring to the mastery statements to build on these skills and develop proficiency.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while students are studying the topic of school in both French and Spanish, students will make comparisons with the school day in the UK and uniform. When we study sports and free time, we look at famous sportspeople in Francophone or Spanish speaking countries. Cultural Capital is identified in our document as the hinterland.

The MFL Curriculum Intent documents detail the core substantive and disciplinary knowledge and how these built over time in our subject.

Spanish Curriculum Intent 2022 – 2024 (Edexcel)

Key Stage Four (Years 10 & 11)

Term	Substantive Knowledge (The What)	Disciplinary Knowledge (The How)	Hinterland
Autumn 1	<p><u>Intent:</u> <u>Unit 1, Desconéctate! (holidays)</u> Holiday activities Weather Holiday preferences Past holidays Accommodation</p> <p><u>Grammar:</u> Present tense – regular & irregular verbs Verbs of opinions Preterite tense Imperfect tense Using a variety of tenses together Question words</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Consolidation of tenses (from Year 9)</p> <p>Speaking practice: Describing a photo (holiday, on the beach, on a trip) Practising roleplay (making arrangements, booking accommodation) General conversation – complete Q&A for unit 1</p> <p>Beginning to read deeper into cultural and literary texts</p> <p>Translation into English</p>	<p>Holiday/travel to Spanish speaking countries</p> <p>Research Spanish restaurants / menus & some classic Spanish dishes</p>
Autumn 2	<p><u>Intent:</u> <u>Unit 2, Mi vida en el insti (school)</u> School subjects Timetable School building Comparing schools in UK / French speaking countries School rules</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Making comparisons in spoken and written work</p>	<p>Life at school</p> <p>School day – differences Spain / UK</p> <p>School subjects – any differences? Rules? Uniform?</p>

	<p>School trips</p> <p>Grammar: Adjectival endings Comparative Superlative Negatives Using the near future</p>	<p>Speaking practice: Describing a photo (school, classroom, school uniform) Practising roleplay (school rules, trips) General conversation – complete Q&A for unit 2</p> <p>Beginning to read deeper into cultural and literary texts</p> <p>Translation into English / Spanish</p>	<p>Teenage issues</p>
Spring 1	<p>Intent: <u>Unit 3, Mi gente (Socialising & family)</u> Socialising Describing people Social networks Making arrangements Reading preferences Relationships</p> <p>Grammar: Possessive adjectives Present tense Adjectival endings Ser / estar Reflexive verbs</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Speaking practice: Describing a photo (socialising, going out) Practising roleplay (arranging to go out, relationships) General conversation – complete Q&A for unit 3</p> <p>Beginning to read deeper into cultural and literary texts</p> <p>Translation into English / Spanish</p>	<p>A variety of relationships presented</p> <p>Role models – refer to Spanish celebrities</p> <p>Cultural / literary texts</p>
Spring 2	<p>Intent: <u>Unit 4, Intereses e influencias (free time)</u> Free time activities TV Sports</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p>	<p>Spanish sports and sporting heroes / events e.g. World Cup, Euros</p> <p>Cultural / literary texts</p>

	<p>Different types of entertainment Who inspires you</p> <p><u>Grammar:</u> Jugar Adjectives Soler + infinitive Imperfect tense Using present, past and future tenses</p>	<p>Consolidation of tenses and being able to use a variety of tenses together</p> <p>Speaking practice: Describing a photo (cinema / actors) Practising roleplay (what you do online, what you watch on TV) General conversation – complete Q&A for unit 2</p> <p>Beginning to read deeper into cultural and literary texts</p> <p>Translation into English / Spanish</p>	<p>Spanish speaking TV shows (see Netflix / Amazon Prime)</p> <p>Spanish cinema & film recommendations</p> <p>Role models – refer to Spanish celebrities</p>
<p>Summer 1 & 2</p>	<p><u>Intent:</u> <u>Unit 5, Ciudades (My town/region)</u> Describing a region, town, village Directions Shopping What to see / do Problems in a town Past visit Geography of Spain</p> <p><u>Grammar:</u> Asking / answering questions Polite form of address Future tense Si clauses Conditional tense</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Asking and answering questions in pairs and small groups</p> <p>Speaking practice: Describing a photo (holiday, at the beach, in the hotel) Practising roleplay (going to a restaurant, booking a hotel) General conversation – complete Q&A for unit 5</p> <p>Beginning to read deeper into cultural and literary texts</p> <p>Translation into English / Spanish</p>	<p>Holiday/travel to Spanish speaking countries</p> <p>Learning more about Spanish speaking countries</p> <p>Research Spanish towns</p> <p>Comparison of weather vs UK</p>

Autumn 1	<p><u>Intent:</u> <u>Unit 6, De costumbre (daily life & special occasions)</u> Daily life Food Special occasions Family celebrations Festivals</p> <p><u>Grammar:</u> Reflexive verbs + preterite of reflexives Telling the time Estar / tener The passive + avoiding the passive Irregular verbs</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Consolidation of comparisons – compare schools in spoken and written form</p> <p>Speaking practice: Describing a photo (Christmas, a party, food) Practising roleplay (arranging a party, your birthday, favourite festival) General conversation – complete Q&A for unit 6</p> <p>Cultural and literary texts</p> <p>Translation into English / Spanish</p>	<p>Spanish festivals and celebrations</p> <ul style="list-style-type: none"> - Religious festivals - Traditions - Music festivals - Festivals across Spanish speaking countries - Making comparisons with UK (comparing Christmas in Spain vs UK) <p>Food and drink</p> <ul style="list-style-type: none"> - Opportunity for students to try some Spanish food (tapas) <p>Comparison Spain vs UK</p>
Autumn 2	<p><u>Intent:</u> <u>Unit 7, A currar! (Future aspirations, study & work)</u> How you earn money Work experience Jobs, career choices, work preferences Plans and wishes for future Importance of languages Applying for jobs Gap year</p> <p><u>Grammar:</u> Verbs in different tenses + people</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Consolidation of conditional tense in talking about plans for the future</p> <p>Speaking practice: Describing a photo (workplace) Practising roleplay (applying for jobs, talking about job preferences) General conversation – complete Q&A for unit 7</p>	<p>How languages are useful in the workplace</p> <p>How famous people use languages</p> <p>Anecdotes from teachers about time spent in different communities / countries</p>

	<p>Preterite / imperfect Present continuous Conditional tense</p>	<p>Cultural and literary texts Translation into English / Spanish</p>	
Spring 1 & 2	<p><u>Intent:</u> <u>Unit 8, Hacia un mundo mejor (International and global dimension)</u> Problems facing the world Protecting the environment Healthy lifestyles / eating International sporting events</p> <p><u>Grammar:</u> Present + near future tense together Present subjunctive Pluperfect tense</p> <p>Revision & practice for upcoming GCSE exams</p>	<p>Vocabulary learning and consolidation: In class learning and practice Quizlet practice at home Vocabulary tests in lessons</p> <p>Consolidation of tenses</p> <p>Speaking practice: Describing a photo (environmental issues, recycling) Practising roleplay (volunteering, helping the environment) General conversation – complete Q&A for unit 8</p> <p>Cultural and literary texts Translation into English / Spanish</p>	<p>Climate change – TED talks, podcasts, documentaries</p> <p>Refer to the News (websites / newspapers) for current issues</p> <p>Government policies / charities</p> <p>Make comparisons between Spain / UK</p> <p>Increased understanding of the world we live in and other lifestyles</p>
Summer	<p>Spoken exams</p> <p>Revision & practice</p> <p><u>Grammar:</u> All tenses Negatives Adjectives & comparisons Asking questions</p>	<p>Speaking practice: Describing a photo Practising roleplay General conversation</p>	

Year 10 Autumn Half Term 1	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 1: ¡Desconéctate!</i> (GCSE theme : Local, national, international and global areas of interest)					
Week 1	<p><i>Unidad 1</i> pp. 8–9 <i>¿Qué haces en verano?</i></p> <p>(Parts of <i>Punto de partida</i> pp. 6-7 could be used as a starter)</p>	<p>Saying what you do in summer</p> <p>Using the present tense</p> <p>Listening to identify the person of the verb</p>	<p>Present tense of regular verbs and irregular verb <i>ser</i></p> <p>Adding variety to what you say</p> <p>Listening for verb endings as clues: <i>-o</i> (I), <i>-s</i> (you), <i>-mos</i> (we), <i>-n</i> (they)</p>	<p><i>norte / noreste / este / sureste / sur / suroeste / oeste / noroeste</i></p> <p><i>En verano / invierno...</i></p> <p><i>chateo en la red</i></p> <p><i>cocino para mi familia</i></p> <p><i>descargo canciones</i></p> <p><i>escribo correos</i></p>	<p>Front-of-class</p> <p>p. 008 Translation into Spanish worksheet</p> <p>p. 008 Grid worksheet</p> <p>p. 008 Grammar presentation</p> <p>Homework</p> <p>Listening Grammar Vocabulary</p>
Week 2	<p><i>Unidad 2</i> pp. 10–11 <i>¿Cómo prefieres pasar las vacaciones?</i></p>	<p>Talking about holiday preferences</p> <p>Using verbs of opinion to refer to different people</p> <p>Understanding percentages</p>	<p>Using verbs of opinion: <i>gustar, encantar, chiflar, molar, apasionar, flipar</i></p> <p>Referring to other people's opinions</p> <p>Using connectives: <i>dado que, puesto que, ya que</i></p>	<p><i>Soy adicto/a a...</i></p> <p><i>Soy un(a) fanático/a de...</i></p> <p><i>ya que / dado que / puesto que</i></p> <p><i>Prefiero...</i></p> <p><i>Me gusta...</i></p>	<p>Front-of-class</p> <p>p. 010 Grammar presentation</p> <p>p. 011 Grammar presentation</p> <p>Homework</p> <p>Listening Vocabulary</p>

			<p>Giving reasons for activities you do by referring to your wider interests</p> <p>Understanding percentages</p> <p>Present tense of stem changing verbs: <i>preferir</i>, <i>tener</i> and <i>ir</i></p>	<p><i>Me encanta / Me mola /</i> <i>Me chifla / Me flipa /</i> <i>Me apasiona...</i></p> <p><i>No me gusta (nada)...</i></p> <p><i>Odio...</i></p>	
Week 3	<p><i>Unidad 3</i> pp. 12–13 <i>¡Destino Barcelona!</i></p>	<p>Saying what you did on holiday</p> <p>Using the preterite tense</p> <p>Using different structures to give opinions</p>	<p>Preterite tense of regular verbs and irregular verbs <i>ser</i> and <i>ir</i></p> <p>Listening for ways to give opinions about the past</p> <p>Listening for and using examples of sequencers (<i>primero, luego, más tarde, después, finalmente</i>) and opinion phrases (<i>lo mejor/peor</i>)</p> <p>Verbs in the 'we' form</p>	<p><i>¿Cuándo visitaste Barcelona?</i></p> <p><i>Hace una semana / un mes / un año...</i></p> <p><i>Hace dos semanas / meses / años...</i></p> <p><i>¿Qué fue lo mejor de tu visita?</i></p> <p><i>Lo mejor fue cuando...</i></p> <p><i>vi un partido en el Camp Nou.</i></p> <p><i>fui al acuario.</i></p> <p><i>aprendí a hacer vela.</i></p> <p><i>visité el Park Güell.</i></p> <p><i>¿Qué fue lo peor de tu visita?</i></p> <p><i>Lo peor fue cuando...</i></p>	<p>Front-of-class</p> <p>p. 012 Grid worksheet</p> <p>p. 012 Grammar presentation</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Vocabulary</p>

Week 4	<p><i>Unidad 4</i> pp. 14–15 <i>¿Cómo era?</i></p>	<p>Describing where you stayed</p> <p>Using the imperfect tense</p> <p>Working out the meaning of new words</p>	<p>Imperfect tense of <i>estar, tener, ser, haber</i></p> <p>Using <i>ser</i> or <i>estar</i> in the imperfect for descriptions in the past</p> <p>Varying your language while speaking</p>	<p><i>Lo bueno / Lo malo (del pueblo / de la ciudad) era que... era... demasiado muy bastante animado/a, antiguo/a No tenía / había... mucho ambiente / tráfico / que hacer mucha contaminación / gente</i></p>	<p>Front-of-class</p> <p>p. 014 Reading literary and cultural texts worksheet</p> <p>p. 014 Grammar presentation</p> <p>p. 015 Video + Video worksheet</p> <p>Homework</p> <p>Listening Vocabulary</p>
Week 5	<p><i>Unidad 5</i> pp. 16–17 <i>Quisiera reservar...</i></p>	<p>Booking accommodation and dealing with problems</p> <p>Using verbs with <i>usted</i></p> <p>Using questions to form answers</p>	<p>Question words: <i>Cuándo / cuánto / a qué hora</i></p> <p>Using questions to form answers</p> <p>Using <i>usted</i> in formal situations</p>	<p><i>Habitación individual / doble con dos camas / cama de matrimonio con / sin balcón con vistas al mar con desayuno incluido / media pensión / pensión completa Quiero quejarme</i></p>	<p>Front-of-class</p> <p>p. 016 Speaking skills worksheet</p> <p>p. 017 Grid worksheet</p> <p>Homework</p> <p>Listening Vocabulary</p>
Week 6	<p><i>Unidad 6</i> pp. 18–19</p>	<p>Giving an account of a holiday in the past</p>	<p>Using three tenses together (present, preterite, imperfect)</p>	<p><i>Por desgracia Por un lado... por otro lado...</i></p>	<p>Front-of-class</p>

	<i>Mis vacaciones desastrosas</i>	Using three tenses together Identifying positive and negative opinions	Identifying positive and negative opinions (while listening)	<i>Por lo general</i> <i>Por un lado... por otro lado</i> <i>Sin embargo</i> <i>Por eso</i> <i>El primer / último día...</i> <i>Al día siguiente...</i> <i>Tuve que...</i> <i>llamar a un mecánico</i> <i>Perdí... / Perdimos...</i> <i>el equipaje, la cartera</i>	p. 018 Translation into English worksheet p. 018 Grammar presentation Homework Listening Reading Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none"> • Pupil Book pp. 26-27 <i>¡Palabras!</i> • Pupil Book pp. 182-183 <i>¡A repasar!</i> • Assessment Pack End of Module 1 tests 				

Year 10 Autumn Half Term 2	<i>¡Viva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>¡Viva!</i> Edexcel Higher <i>Módulo 2: Mi vida en el insti</i> (GCSE theme : School)					

Week 1	<p><i>Punto de partida 1/2</i> pp. 28–31</p>	<p>Giving opinions about school subjects</p> <p>Describing school facilities</p> <p>Describing school uniform and the school day</p> <p>Using adjectives</p>	<p>Opinion verbs: <i>interesar, odiar, preferir</i></p> <p>Adjectival endings for colour</p> <p>Talking about when you do things</p>	<p><i>(no) me gusta(n)</i> <i>(no) me encanta(n)</i> <i>(no) me interesa(n)</i> <i>el francés, la geografía, los idiomas, las empresariales</i> <i>porque es / son...</i> <i>práctico/a/os/as</i> <i>creativo/a/os/as</i> <i>aburrido/a/os/as</i> <i>Lo bueno / malo es que...</i> <i>Lo mejor / peor es que...</i> <i>Llevo / Llevamos...</i> <i>Tengo / Tenemos que llevar...</i> <i>un jersey (de punto)</i> <i>un vestido</i> <i>una camisa</i> <i>una camiseta</i> <i>una chaqueta (a rayas)</i></p>	<p>Front-of-class</p> <p>p. 030 Grammar presentation</p> <p>p. 030 Grid worksheet</p>
Week 2	<p><i>Unidad 1</i> pp. 32–33</p> <p><i>¿Qué tal los estudios?</i></p>	<p>Talking about subjects and teachers</p> <p>Using comparatives and superlatives</p> <p>Justifying opinions using a range of language</p>	<p>Comparatives and superlatives</p> <p>Giving reasons in your answers</p>	<p><i>¿Qué asignaturas (no) te gustan?</i></p> <p><i>Mi profesor(a) / profe...</i> <i>enseña bien</i> <i>explica bien</i> <i>tiene buen sentido del humor</i> <i>tiene expectativas muy altas</i> <i>me hace pensar</i> <i>crea un buen ambiente de trabajo</i> <i>nos da consejos / estrategias</i></p>	<p>Front-of-class</p> <p>p. 032 Grammar presentation</p> <p>p. 033 Video + Video worksheet</p>

Week 3	<p><i>Unidad 2</i> pp. 34–35 <i>¡Mi nuevo insti!</i></p>	<p>Describing your school Using negatives Comparing then and now</p>	<p>Negatives: <i>nada, nadie, ni... ni..., ningún, nunca, tampoco</i> Imperfect and present tenses for comparing then and now</p>	<p><i>(En) Mi escuela primaria / Mi insti...</i> <i>(no) había / hay</i> <i>(no) tenía / tiene</i> <i>(una) piscina</i> <i>(un) polideportivo</i> <i>pizarras (interactivas)</i> <i>aulas de informática</i> <i>exámenes / deberes</i> <i>uniforme</i></p>	<p>Front-of-class p. 034 Reading literary and cultural texts worksheet p. 034 Grammar presentation p. 035 Grid worksheet Homework Listening Grammar Vocabulary</p>
Week 4	<p><i>Unidad 3</i> pp. 36–37 <i>¡Está prohibido!</i></p>	<p>Talking about school rules and problems Using phrases followed by the infinitive Tackling harder listening exercises</p>	<p>Verbs with an infinitive Applying pronunciation patterns Speaking more expressively by using exclamations: <i>¡Qué va!, ¡Qué horror!</i> Listening skills: dealing with distractors; hearing things in different words to the ones on the page</p>	<p><i>¿Cuáles son las normas de tu insti?</i> <i>(No) Se debe... / No se permite...</i> <i>Está prohibido...</i> <i>usar el móvil en clase</i> <i>ser agresivo o grosero</i> <i>Estoy de acuerdo</i> <i>No estoy de acuerdo</i> <i>En mi opinión...</i> <i>Pienso que / Creo que...</i> <i>es justo / es injusto / no es justo.</i></p>	<p>Front-of-class p. 036 Translation into English worksheet Homework Listening Reading Vocabulary</p>

				<p><i>Las normas son...</i> <i>buenas / malas</i> <i>Un problema es...</i> <i>el estrés de los exámenes</i> <i>el acoso escolar</i></p>	
Week 5	<p><i>Unidad 4</i> pp. 38–39 <i>iDestino</i> <i>Zaragoza!</i></p>	<p>Talking about plans for a school exchange</p> <p>Using the near future tense</p> <p>Asking and answering questions</p>	<p>Using the near future tense to say what you are going to do</p> <p>Forming questions using: <i>¿Cuándo? ¿Qué? ¿Cómo? ¿A qué hora? ¿Dónde?</i></p> <p>Using sequencers and time expressions to give structure to writing</p>	<p><i>Voy a... / Vas a... / Vamos a...</i> <i>participar en un intercambio</i> <i>viajar con mi clase</i> <i>conocer, visitar, llegar, estar</i> <i>asistir a clases, ir a pie</i> <i>llevar ropa de calle</i> <i>ir / comer juntos</i> <i>ir de excursión</i> <i>Va a ser...</i> <i>fácil / guay</i></p>	<p>Front-of-class</p> <p>p. 038 Speaking skills worksheet</p> <p>p. 038 Grammar presentation</p> <p>p. 039 Grid worksheet</p> <p>Homework</p> <p>Listening Vocabulary</p>
Week 6	<p><i>Unidad 5</i> pp. 40–41 <i>Mis clubs y mis éxitos</i></p>	<p>Talking about activities and achievements</p> <p>Using object pronouns</p> <p>Saying how long you have been doing something</p>	<p><i>Desde hace + present tense</i></p> <p>Direct object pronouns (<i>lo / la / los / las</i>)</p> <p>Understanding time expressions: past, present, future</p>	<p><i>Para mí...</i> <i>En mi opinión...</i> <i>Creo que...</i> <i>las actividades extraescolares...</i> <i>son...</i> <i>algo diferente</i></p>	<p>Front-of-class</p> <p>p. 040 Translation into Spanish worksheet</p> <p>p. 041 Grid worksheet</p> <p>p. 041 Grammar presentation</p>

				<i>muy divertidas</i> <i>un éxito</i> <i>te ayudan a...</i> <i>olvidar las presiones del colegio</i>	Homework Listening Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none"> • Pupil Book pp. 48-49 <i>iPalabras!</i> • Pupil Book pp. 184-185 <i>iA repasar!</i> • Assessment Pack End of Module 2 tests 				

Year 10 Spring Half Term 1	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 3: Mi gente</i> (GCSE theme : Identity and culture)					
Week 1	<i>Unidad 1</i> pp. 54–55 <i>Mis</i> <i>aplicaciones</i> <i>favoritas</i> (Parts of <i>Punto de</i> <i>partida 1/2</i> pp. 50-53 <i>could be used</i> <i>as a starter</i>)	Talking about social networks Using <i>para</i> with infinitives Extending responses by referring to others	<i>Para</i> + infinitive Extending responses by referring to others Using direct object pronouns to improve flow of writing	<i>¿Qué aplicaciones usas?</i> <i>Uso... para...</i> <i>subir y ver vídeos</i> <i>compartir fotos</i> <i>pasar el tiempo</i> <i>aprender idiomas</i> <i>controlar mi actividad física</i>	Front-of-class p. 054 Grammar presentation p. 054 Translation into English worksheet p. 055 Grid worksheet p. 055 Video + Video worksheet

				<p><i>publicar mensajes</i></p> <p><i>Es / No es...</i></p> <p><i>cómodo/a / divertido/a / peligroso/a / práctico/a / rápido/a</i></p> <p><i>mi red social preferida</i></p> <p><i>Estoy enganchado/a a...</i></p>	<p>Homework</p> <p>Listening</p>
Week 3	<p><i>Unidad 2</i></p> <p>pp. 56–57</p> <p><i>¿Qué estás haciendo?</i></p>	<p>Making arrangements</p> <p>Using the present continuous</p> <p>Improvising dialogues</p>	<p>The present continuous tense</p> <p>Understanding different forms of familiar verbs</p>	<p><i>¿Qué estás haciendo?</i></p> <p><i>Estoy... tocando la guitarra / hablando por teléfono</i></p> <p><i>¿Quieres salir conmigo?</i></p> <p><i>No puedo porque...</i></p> <p><i>está lloviendo / tengo que...</i></p> <p><i>¡Qué pena!</i></p> <p><i>¿A qué hora quedamos?</i></p> <p><i>¿Dónde quedamos?</i></p>	<p>Front-of-class</p> <p>p. 056 Grammar presentation</p> <p>p. 057 Grid worksheet</p> <p>Homework</p> <p>Listening</p>
Week 4	<p><i>Unidad 3</i></p> <p>pp. 58–59</p> <p><i>Leer es un placer</i></p>	<p>Talking about reading preferences</p> <p>Using a range of connectives</p> <p>Recognising similar ideas expressed differently</p>	<p>Using a range of connectives</p> <p>Recognising similar ideas expressed differently</p>	<p><i>¿Qué te gusta leer?</i></p> <p><i>los tebeos / los comics</i></p> <p><i>los periódicos / las revistas</i></p> <p><i>Los e-books...</i></p> <p><i>son más...</i></p>	<p>Front-of-class</p> <p>pp. 058 Reading literary and cultural texts worksheet</p> <p>Homework</p> <p>Listening</p>

				<i>transportables / ecológicos</i>	
Week 5	<i>Unidad 4</i> pp. 60–61 <i>Retratos</i>	Describing people Using <i>ser</i> and <i>estar</i> Understanding more detailed descriptions	<i>Ser</i> and <i>estar</i> Understanding more detailed descriptions Listening out for negatives: <i>no, nunca, ni... ni..., tampoco</i> Using similes and specific details to extend writing	<i>¿Cómo es?</i> <i>Tiene los ojos...</i> <i>azules / verdes / marrones / grises</i> <i>grandes / pequeños / brillantes</i> <i>Tiene el pelo...</i> <i>moreno / rubio / castaño / rojo</i> <i>corto / largo</i> <i>rizado / liso / ondulado</i> <i>fino / de punta</i> <i>Tiene...</i> <i>la piel blanca / morena</i>	Front-of-class p. 060 Speaking skills worksheet p. 061 Grid worksheet Homework Listening Grammar
Week 6	<i>Unidad 5</i> pp. 62–63 <i>Relaciones</i>	Talking about friends and family Using a range of relationship verbs Referring to the present and past	Reflexive verbs for relationships Using adjectives and adverbs to add interest to speaking The personal 'a'	<i>(No) Me llevo bien con... porque...</i> <i>me apoya</i> <i>me acepta como soy</i> <i>nunca me critica</i> <i>tenemos mucho en común</i> <i>Me divierto con...</i> <i>Me peleo con...</i>	Front-of-class p. 062 Translation into Spanish worksheet p. 062 Grammar presentation p. 063 Grid worksheet Homework Listening

				<i>Nos llevamos superbién</i>	Grammar
Week 7	Revision and Assessment				
	<p>Could use:</p> <ul style="list-style-type: none"> • Pupil Book pp. 70-71 <i>iPalabras!</i> • Pupil Book pp. 186-187 <i>iA repasar!</i> • Assessment Pack End of Module 3 tests 				

Year 10 Spring Half Term 2	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva! Edexcel Higher Módulo 4: Intereses e influencias (GCSE theme : Identity and culture)</i>					
Week 1	<p><i>Unidad 1</i> pp. 76–77 <i>¿Qué sueles hacer?</i></p> <p>(Parts of <i>Punto de Partida 1/2</i> pp. 72-74 could be used as a starter)</p>	<p>Talking about what you usually do</p> <p>Using <i>soler</i> + infinitive</p> <p>Identifying correct statements about text</p>	<p><i>soler</i> + infinitive</p> <p><i>Using direct object pronouns to avoid repetition</i></p> <p><i>Identifying correct statements about a text</i></p> <p><i>Using a variety of preterite tense verbs to describe a music concert</i></p>	<p><i>Tengo muchos pasatiempos.</i> <i>A la hora de comer...</i> <i>Cuando tengo tiempo...</i> <i>Después del insti...</i> <i>Los fines de semana...</i> <i>Los (lunes)...</i> <i>Por la mañana / tarde...</i> <i>Por la noche...</i> <i>cocino</i> <i>monto en bici / monopatín</i> <i>Suelo...</i> <i>descansar, ir al cine</i> <i>leer libros / revistas / periódicos</i> <i>Me hace reír / relajarme</i> <i>Mi cantante favorito/a es...</i> <i>Fui a un concierto de...</i></p>	<p>Front-of-class p. 076 Grammar presentation p. 077 Video + Video Worksheet</p> <p>Homework Listening Vocabulary</p>

				<p><i>Canté y bailé</i> <i>Fue genial / increíble / inolvidable</i></p>	
Week 2	<p><i>Unidad 2</i> pp. 78–79 <i>¡Fanático del deporte!</i></p>	<p>Talking about sports</p> <p>Using the imperfect tense to say what you used to do</p> <p>Listening for different tenses</p>	<p><i>Using the imperfect tense to say what you used to do: regular / irregular verbs (ser, ir, ver)</i></p> <p><i>Using ya no and todavía</i></p> <p><i>Listening for present and imperfect tense verb endings</i></p>	<p><i>Soy / Era...</i></p> <p><i>(bastante / muy) deportista</i></p> <p><i>miembro de un club / un equipo</i></p> <p><i>aficionado/a / hincha de...</i></p> <p><i>un(a) fanático/a de...</i></p> <p><i>Juego al...</i></p> <p><i>Jugué al...</i></p> <p><i>Jugaba al...</i></p> <p><i>bádminton / baloncesto / béisbol / balonmano / críquet / fútbol / hockey / ping-pong / rugby / tenis / voleibol</i></p> <p><i>Hago... / Hice... / Hacía...</i></p> <p><i>baile / boxeo / ciclismo / deportes acuáticos / equitación / escalada / gimnasia / judo / kárate / natación / patinaje sobre hielo / piragüismo / remo / submarinismo / tiro con arco</i></p>	<p>Front-of-class</p> <p>p. 078 Grammar presentation</p> <p>p. 079 Grid worksheet</p> <p>Homework/practice</p> <p>Listening</p> <p>Vocabulary</p>
Week 3	<p><i>Unidad 3</i> pp. 80–81</p>	<p>Talking about what's trending</p> <p>Using the perfect tense</p>	<p>The perfect tense (regular / irregular past participles)</p>	<p><i>Temas del momento</i></p> <p><i>He compartido...</i></p>	<p>Front-of-class</p>

	#Temas del momento	Using words which have more than one meaning	Using <i>ya</i> and <i>todavía</i> with the perfect <i>Acabar de</i> + infinitive	<i>He comprado...</i> <i>He descargado...</i> <i>el nuevo álbum / libro de...</i> <i>la nueva canción / película de...</i> <i>¿Qué música has escuchado...</i> <i>esta semana / este mes / este año?</i> <i>Cuenta la historia de...</i> <i>es bueno/a / malo/a</i> <i>es feliz / triste / raro/a</i> <i>Los actores / Los gráficos</i> <i>Los efectos especiales...</i> <i>son...</i> <i>buenos/as / estupendos/as</i>	p. 080 Reading literary and cultural texts worksheet p. 080 Translation into English worksheet p. 080 Grid worksheet p. 080 Grammar presentation Homework Listening Vocabulary
Week 4	Unidad 4 pp. 82–83 <i>En directo</i>	Discussing different types of entertainment Using <i>algunos / ciertos / otros / muchos / demasiados / todos</i> Adapting a model dialogue to fit different situations	Useful adjectives (<i>algunos / ciertos / otros / muchos / demasiados / todos</i>) Using the near future and <i>tener ganas de...</i> Adapting a model dialogue to fit different situations	<i>¿Qué vamos a hacer...</i> <i>esta tarde / noche / mañana?</i> <i>el (viernes)?</i> <i>¿Tienes ganas de ir...</i> <i>al cine / al teatro / al circo?</i> <i>a un concierto / a un festival / a un espectáculo?</i>	Front-of-class p. 082 Speaking skills worksheet p. 083 Grid worksheet Homework Listening Grammar Vocabulary

				<p><i>¿En el cine o en casa?</i></p> <p><i>Prefiero ir al cine porque...</i></p> <p><i>Prefiero ver las pelis en casa porque...</i></p> <p><i>el ambiente es mejor.</i></p> <p><i>No quedan entradas.</i></p>	
Week 5	<p><i>Unidad 5</i></p> <p>pp. 84–85</p> <p><i>Modelos a seguir</i></p>	<p>Talking about who inspires you</p> <p>Using a range of past tenses</p> <p>Talking about dates</p>	<p>Using a range of past tenses (imperfect, preterite, perfect)</p> <p>Referring to different years in Spanish</p>	<p><i>Admiro a... porque...</i></p> <p><i>Es...</i></p> <p><i>No es ni... ni...</i></p> <p><i>ambicioso/a / egoísta</i></p> <p><i>famoso/a / fuerte</i></p> <p><i>generoso/a / optimista</i></p> <p><i>rico/a / simpático/a</i></p> <p><i>trabajador(a) / valiente</i></p> <p><i>Ha batido muchos récords.</i></p> <p><i>Ha ganado muchos premios.</i></p> <p><i>Ha hablado abiertamente de...</i></p> <p><i>Ha hecho varias películas.</i></p> <p><i>Ha recaudado más de...</i></p>	<p>Front-of-class</p> <p>p. 084 Translation into Spanish worksheet</p> <p>Homework</p> <p>Listening</p> <p>Vocabulary</p>
Week 6	<p>Revision and Assessment</p> <p>Could use:</p>				

- Pupil Book pp. 92-93 *iPalabras!*
- Pupil Book pp. 188-189 *iA repasar!*
- Assessment Pack End of Module 4 tests

Year 10 Summer Half Term 1	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 5: Ciudades</i> (GCSE theme : Local, national, international and global areas of interest)					
Week 1	<i>Unidad 1</i> pp. 98-99 <i>¿Cómo es tu zona?</i> (Parts of <i>Punto de Partida 1/2</i> pp. 94-97 could be used as a starter)	Describing the features of a region Using <i>se puede</i> and <i>se pueden</i> Asking and responding to questions	<i>se puede / se pueden</i> + infinitive Asking and responding to questions	<i>Está situado/a... en un valle al lado del río / mar Tiene... un paisaje impresionante El clima es... soleado / seco / frío / variable Llueve a menudo. Hay mucha marcha. Es... mi ciudad natal ¿Cuándo abre...? ¿Cuánto cuesta una entrada? para adultos / niños ¿Dónde se pueden...? comprar las entradas? ¿A qué hora...? sale el autobús? cada media hora</i>	Front-of-class p. 098 Speaking skills worksheet p. 098 Grid worksheet p. 099 Video: Valencia p. 099 Video worksheet p. 099 Video transcript Homework Listening Vocabulary
Week 2	<i>Unidad 2</i> pp. 100-101	Planning what to do	<i>The future tense</i>	<i>Sacaré muchas fotos.</i>	Front-of-class

	<p><i>¿Qué haremos mañana?</i></p>	<p>Using the future tense</p> <p>Understanding the geography of Spain</p>	<p><i>Si + present, + future</i></p>	<p><i>Subiré al teleférico.</i></p> <p><i>Nadaré en el mar.</i></p> <p><i>Descansaré en la playa.</i></p> <p><i>El primer día</i></p> <p><i>El segundo día</i></p> <p><i>Otro día</i></p> <p><i>El último día</i></p>	<p>p. 100 Translation into English worksheet</p> <p>p. 100 Grammar presentation</p> <p>Homework</p> <p>Listening</p> <p>Vocabulary</p>
<p>Week 3</p>	<p><i>Unidad 3</i></p> <p>pp. 102-103</p> <p><i>De compras</i></p>	<p>Shopping for clothes and presents</p> <p>Using demonstrative adjectives</p> <p>Explaining preferences</p>	<p>Demonstrative adjectives</p> <p>Explaining preferences</p>	<p><i>Quiero devolver...</i></p> <p><i>Está roto/a.</i></p> <p><i>¿Puede reembolsarme?</i></p> <p><i>Podemos hacer un cambio.</i></p> <p><i>Aquí tiene el recibo.</i></p> <p><i>¿Qué me recomienda?</i></p> <p><i>¿Qué tal...?</i></p> <p><i>¿Qué te parece(n)...?</i></p> <p><i>¿Me puedo probar...?</i></p> <p><i>una talla más grande</i></p> <p><i>Me lo/la/los/las llevo.</i></p> <p><i>Prefiero / Odio comprar...</i></p> <p><i>en grandes almacenes</i></p>	<p>Front-of-class</p> <p>p. 102 Grammar presentation</p> <p>p. 102 Grid worksheet</p> <p>Homework</p> <p>Listening</p> <p>Grammar</p> <p>Vocabulary</p>

				<p><i>en tiendas de moda</i></p> <p><i>porque...</i></p> <p><i>es muy divertido</i></p>	
Week 4	<p><i>Unidad 4</i> pp. 104–105 <i>Los pros y los contras de la ciudad</i></p>	<p>Talking about problems in a town</p> <p>Using <i>tan</i> and <i>tanto</i></p> <p>Using antonyms</p>	<p>The conditional</p> <p>Irregular verbs in the conditional</p> <p>so..., so much..., so many...</p> <p>Listening for known language in different tenses</p> <p>Using different tenses together (present, imperfect, perfect, conditional)</p>	<p><i>Lo mejor de vivir en la ciudad es que...</i></p> <p><i>es tan fácil desplazarse</i></p> <p><i>hay tantas diversiones</i></p> <p><i>las tiendas están tan cerca</i></p> <p><i>hay muchas posibilidades de trabajo</i></p> <p><i>Lo peor es que...</i></p> <p><i>el centro es tan ruidoso</i></p> <p><i>se lleva una vida tan frenética</i></p> <p><i>hay tanto tráfico</i></p> <p><i>la gente no se conoce</i></p>	<p>Front-of-class</p> <p>p. 104 Grammar presentation</p> <p>p. 104 Grammar presentation</p> <p>p. 105 Grid worksheet</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Vocabulary</p>
Week 5	<p><i>Unidad 5</i> pp. 100–101 <i>iDestino Arequipa!</i></p>	<p>Describing a visit in the past</p> <p>Using different tenses together</p>	<p>Using the preterite and the imperfect</p> <p>Understanding two meanings of <i>me quedé</i></p>	<p><i>Vi / Vimos lugares interesantes</i></p> <p><i>Tuvimos un guía</i></p> <p><i>Nos hizo un recorrido</i></p> <p><i>Nos ayudó a entender toda la historia</i></p>	<p>Front-of-class</p> <p>p. 106 Reading literary and cultural texts worksheet</p>

		Recognising and using idioms		<i>Recorrí a pie el centro histórico</i> <i>Comí pollo y patatas.</i> <i>Probé el rocoto relleno.</i> <i>Había vistas maravillosas.</i> <i>La ciudad era muy acogedora.</i> <i>La gente era abierta.</i>	p. 106 Translation into Spanish worksheet Homework Listening Grammar
Week 6	Revision and Assessment				
	Could use: <ul style="list-style-type: none"> • Pupil Book pp. 114-115 <i>iPalabras!</i> • Pupil Book pp. 190-191 <i>iA repasar!</i> • Assessment Pack End of Module 5 tests 				

Year 10 Summer Half Term 2	<i>iViva!</i> Edexcel Higher Teaching and resources
Week 1	Skills work/exam style practice
Week 2	Could use:
Week 3	<ul style="list-style-type: none"> • <i>Leer y escuchar</i> for modules 1-5: Student Book pp. 20-21, 42-43, 64-65, 86-87, 108-109 • <i>Prueba oral</i> for modules 1-5: Student Book pp. 22-23, 44-45, 66-67, 88-89, 110-111 • <i>Prueba escrita</i> for modules 1-5: Student Book pp. 24-25, 46-47, 68-69, 90-91, 112-113
Week 4	Revision/Assessment
Week 5	Could use:
Week 6	<ul style="list-style-type: none"> • <i>Palabras</i> for modules 1-5: Student Book pp. 26-27, 48-49, 70-71, 92-93, 114-115 • <i>iA repasar!</i> for modules 1-5: Student Book pp. 182-191 • Assessment Pack End of Year 10 test (2 year Scheme of Work)

This term could finish with a mock exam which could be the End of Year 10 test, 2 year or Edexcel SAMS.

Year 11 Autumn Half Term 1	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 6: De costumbre</i> (GCSE theme : Identity and culture)					
Week 1	<i>Punto de partida 1/2</i> pp. 116–119	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy	<i>Reflexive verbs</i> <i>Understanding 12-hr clock times</i> <i>Understanding verbs for different meals.</i> <i>Extending what you say using sequencers (primero ... y luego ...), connectives (si and donde) and opinions</i> Using <i>estar</i> for temporary states and feelings Expressions with <i>tener</i>	<i>el desayuno</i> <i>la comida / el almuerzo</i> <i>Desayuno / Como...</i> <i>Meriendo / Ceno...</i> <i>algo dulce / rápido</i> <i>un huevo, un yogur, un pastel</i> <i>Soy vegetariano/a.</i> <i>Soy goloso/a.</i> <i>me despierto, me levanto</i> <i>me ducho</i> <i>¿Qué le pasa?</i> <i>No me encuentro bien.</i> <i>Estoy enfermo/a / cansado/a.</i> <i>Tengo calor / frío.</i> <i>Tengo un resfriado.</i> <i>Me he cortado...</i> <i>Me he roto...</i> <i>el brazo / el estómago</i> <i>el pie / la boca</i>	Front-of-class p. 117 Grid worksheet p. 117 Grammar presentation

			<p>Pronunciation of cognates</p> <p>Using <i>tengo dolor de</i> and <i>doler</i> to say something hurts</p>		
Week 2	<p><i>Unidad 1</i> pp. 120-121 <i>Sabores del mundo</i></p>	<p>Talking about typical foods</p> <p>Using the passive</p> <p>Spotting words which indicate an increase / decrease</p>	<p>The passive</p> <p>Spotting words which indicate an increase / decrease</p>	<p><i>quinientos gramos de...</i></p> <p><i>un kilo (y medio) de...</i></p> <p><i>un litro de... / un paquete de...</i></p> <p><i>una barra de... / una botella de...</i></p> <p><i>una caja de... / una docena de...</i></p> <p><i>Me gustaría probar...</i></p> <p><i>Es un plato caliente / frío.</i></p> <p><i>Es un plato típico de...</i></p> <p><i>Contiene(n)...</i></p>	<p>Front-of-class</p> <p>p. 120 Speaking skills worksheet</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Vocabulary</p>
Week 3	<p><i>Unidad 2</i> pp.122-123 <i>¡De fiesta!</i></p>	<p>Comparing different festivals</p> <p>Avoiding the passive</p> <p>Paying attention to question words</p>	<p>Avoiding the passive</p> <p>Paying attention to question words</p> <p>Using the 'they' form of different verbs</p>	<p><i>la fiesta de...</i></p> <p><i>Halloween</i></p> <p><i>El Día de Muertos</i></p> <p><i>esta tradición antigua...</i></p> <p><i>se caracteriza por...</i></p> <p><i>se celebra en...</i></p> <p><i>se repite...</i></p> <p><i>se queman figuras de madera</i></p>	<p>Front-of-class</p> <p>p. 122 Translation into Spanish worksheet</p> <p>p. 122 Grid worksheet</p> <p>p. 123 Video + Video worksheet</p> <p>Homework</p> <p>Listening</p>

				<i>se construyen hogueras</i>	Vocabulary
Week 4	<p><i>Unidad 3</i> pp.124–125 <i>Un día especial</i></p>	<p>Describing a special day</p> <p>Using reflexive verbs in the preterite</p> <p>Inferring meaning in a literary text</p>	<p>Preterite tense of reflexive verbs</p> <p>Inferring meaning in literary texts</p>	<p><i>Buscamos huevos de chocolate</i></p> <p><i>Cantamos villancicos</i></p> <p><i>Cenamos bacalao</i></p> <p><i>Comemos dulces navideños / doce uvas / pavo</i></p> <p><i>Nos acostamos muy tarde</i></p> <p><i>Nos levantamos muy temprano</i></p> <p><i>Rezamos</i></p> <p><i>Vamos a la mezquita / iglesia</i></p> <p><i>Ayer fue...</i></p> <p><i>el baile de fin de curso</i></p> <p><i>el Día de Navidad</i></p>	<p>Front-of-class</p> <p>p. 124 Reading literary and cultural texts</p> <p>p. 124 Grammar presentation</p> <p>Homework</p> <p>Listening</p> <p>Vocabulary</p>
Week 5	<p><i>Unidad 4</i> pp. 120–121 <i>¡A comer!</i></p>	<p>Ordering in a restaurant</p> <p>Using absolute superlatives</p> <p>Spotting irregular verb patterns in the preterite</p>	<p>Absolute superlatives</p> <p>Irregular verbs in the preterite tense (<i>tener, poner, poder, venir, traer, decir</i>)</p> <p>Using the preterite and imperfect correctly to talk about the past</p>	<p><i>¿Qué me recomienda?</i></p> <p><i>el menú del día</i></p> <p><i>la especialidad de la casa</i></p> <p><i>está buenísimo/a / riquísimo/a</i></p> <p><i>¡Que aproveche!</i></p> <p><i>¿Algo más?</i></p>	<p>Front-of-class</p> <p>p. 127 Grid worksheet</p> <p>p. 127 Grammar presentation</p> <p>Homework</p> <p>Listening</p> <p>Vocabulary</p>

				<p><i>Nada más, gracias.</i></p> <p><i>¿Me trae la cuenta, por favor?</i></p> <p><i>Me hace falta...</i></p>	
Week 6	<p><i>Unidad 5</i></p> <p>pp. 128–129</p> <p><i>El festival de música</i></p>	<p>Talking about a music festival</p> <p>Using expressions followed by the infinitive</p> <p>Adding interest when narrating a story</p>	<p>Expressions followed by the infinitive (<i>para, al, sin, antes de, después de...</i>)</p> <p>Adding interest when narrating a story</p>	<p><i>¿Cuál es tu cantante favorito / tu banda favorita?</i></p> <p><i>(No) me gusta</i></p> <p><i>Me fascina(n)...</i></p> <p><i>Admiro...</i></p> <p><i>No aguanto / soporto...</i></p> <p><i>su actitud</i></p> <p><i>su comportamiento</i></p> <p><i>su determinación</i></p> <p><i>su estilo</i></p> <p><i>su forma de vestir</i></p>	<p>Front-of-class</p> <p>p. 128 Translation into English worksheet</p> <p>p. 129 Grammar presentation</p> <p>Homework</p> <p>Listening</p> <p>Grammar</p> <p>Vocabulary</p>
Week 7	<p>Revision and Assessment</p> <p>Could use:</p> <ul style="list-style-type: none"> • Pupil Book pp. 136-137 <i>¡Palabras!</i> • Pupil Book pp. 192-193 <i>¡A repasar!</i> • Assessment Pack End of Module 6 tests 				

Year 11 Autumn Half Term 2	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 7: ¡A currar!</i> (GCSE theme : Current and future study and employment)					
Week 1	<p><i>Unidad 1</i> pp. 140-141 <i>¿Qué haces para ganar dinero?</i></p> <p>(Parts of <i>Punto de Partida 1</i> pp. 138-139 could be used as a starter)</p>	<p>Talking about how you earn money</p> <p>Using <i>soler</i> in the imperfect tense</p> <p>Using verbs in different forms</p>	<p><i>Soler</i> in the imperfect tense</p> <p>Using verbs in different tenses (including infinitives) and persons of the verbs</p>	<p><i>¿Tienes un trabajo a tiempo parcial?</i></p> <p><i>Reparto periódicos.</i></p> <p><i>Trabajo de cajero/a.</i></p> <p><i>Lo hago antes / después del insti cuando necesito dinero</i></p> <p><i>Gano... euros / libras a la semana.</i></p> <p><i>No gano nada</i></p>	<p>Front-of-class</p> <p>p. 140 Translation into Spanish worksheet</p> <p>Homework</p> <p>Listening</p> <p>Vocabulary</p>
Week 2	<p><i>Unidad 2</i> pp.142–143</p> <p><i>Mis prácticas laborales</i></p>	<p>Talking about work experience</p> <p>Using the preterite and imperfect together</p> <p>Using alternatives to 'and'</p>	<p>Using the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past</p> <p>Using alternatives to 'and' (<i>no solo ..., sino también; tanto ... como ...</i>)</p> <p>Using a variety of tenses (present, perfect, future and conditional)</p>	<p><i>Hice mis prácticas laborales en...</i></p> <p><i>Pasé (quince días) trabajando en...</i></p> <p><i>un polideportivo</i></p> <p><i>una agencia de viajes / una granja</i></p> <p><i>una escuela / una oficina</i></p> <p><i>una fábrica de juguetes</i></p> <p><i>una tienda benéfica / solidaria</i></p> <p><i>la empresa de mi madre</i></p>	<p>Front-of-class</p> <p>p. 143 Grid worksheet</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Vocabulary</p>

Week 3	<p><i>Unidad 3</i> pp.144–145</p> <p><i>¿Por qué aprender idiomas?</i></p>	<p>Talking about the importance of learning languages</p> <p>Using the present and the present continuous</p> <p>Using <i>saber</i> and <i>conocer</i></p>	<p>Present and present continuous</p> <p>Listening out for clue words, being aware of distractors</p> <p><i>Saber</i> and <i>conocer</i></p>	<p><i>Aumenta tu confianza</i></p> <p><i>Estimula el cerebro</i></p> <p><i>Mejora tus perspectivas laborales</i></p> <p><i>Te abre la mente</i></p> <p><i>Te hace parecer más atractivo</i></p> <p><i>Te ayuda a...</i></p> <p><i>Te permite...</i></p> <p><i>apreciar la vida cultural de otros países</i></p> <p><i>conocer a mucha gente distinta</i></p> <p><i>conocer nuevos sitios</i></p> <p><i>encontrar un trabajo</i></p>	<p>Front-of-class</p> <p>p. 144 Translation into English worksheet</p> <p>Homework</p> <p>Listening</p> <p>Vocabulary</p>
Weeks 4 and 5	Revision and Assessment	Depending on the exact timing followed at your school, these weeks could be used to do a mock exam and to review students' performance/implement intervention. Either the End of Course test (although it does include content from Module 8 which students have not yet covered) or AQA SAMs could be used for this.			
Week 6	<p><i>Unidad 4</i> pp. 146–147</p> <p><i>Solicitando un trabajo</i></p>	<p>Applying for a summer job</p> <p>Using indirect object pronouns</p> <p>Writing a formal letter</p>	<p>The perfect tense</p> <p>Writing a formal letter</p>	<p><i>Muy señor mío</i></p> <p><i>Le escribo para solicitar el puesto de...</i></p> <p><i>Le adjunto mi currículum vitae.</i></p>	<p>Front-of-class</p> <p>p. 146 Grid worksheet</p> <p>p. 146 Grammar presentation</p>

				<i>Le agradezco su amable atención.</i> <i>Atentamente</i> <i>He ayudado (en una escuela).</i> <i>He estudiado (dos idiomas).</i>	Homework Listening Reading Vocabulary
Week 7	<i>Unidad 5</i> pp. 148–149 <i>Un año sabático</i>	Discussing gap years Revising the conditional Using the 24-hour clock	The conditional The imperfect subjunctive Using the 24-hour clock	<i>¿Cómo pasarías un año sabático?</i> <i>Si pudiera tomarme un año sabático...</i> <i>Si tuviera bastante dinero...</i> <i>enseñaría inglés</i> <i>mejoraría su nivel de español</i> <i>ganaría mucho dinero</i> <i>apoyaría a un proyecto medioambiental</i>	Front-of-class p. 148 Grammar presentation Homework Listening Vocabulary

Year 11 Spring Half Term 1	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 7/8: ¡A currar!</i> (GCSE theme : Current and future study and employment) / <i>Hacia un mundo mejor</i> (GCSE theme : Local, national, international and global areas of interest)					
Week 1	<i>Módulo 7 Unidad 6 pp. 150-151 El futuro</i>	Discussing plans for the future Using different ways to express future plans Using 'if' clauses	Talking about future plans (using <i>quiero, tengo la intención de, espero, pienso, voy a, me gustaría...</i>) <i>Cuando</i> + present subjunctive Forming questions (including with reflexive verbs)	<i>encontraré un trabajo como... compartiré piso con... compraré un coche haré el bachillerato iré a la universidad seré rico/a y famoso/a tendré hijos Me tomaré un año sabático. Ayudaré a construir un colegio. Haré un viaje en Interrail por Europa. Mejoraré mi nivel de inglés.</i>	Front-of-class p. 150 Reading literary and cultural texts worksheet p. 151 Grid worksheet p. 151 Grammar presentation p. 151 Video + Video worksheet Homework Listening Grammar Vocabulary
Week 2	<i>Módulo 8 Unidad 1 pp.164-165 ¡Piensa globalmente! (Parts of Punto de Partida 1 pp.</i>	Considering global issues Using the superlative Listening for high numbers	The present subjunctive Listening for verbs in the subjunctive Listening for high numbers	<i>Me preocupa(n)... el paro / desempleo el hambre / la pobreza la deforestación la diferencia entre ricos y pobres la drogadicción / la salud / la obesidad / la crisis económica</i>	Front-of-class p. 164 Reading literary and cultural texts worksheet p. 164 Grammar presentation Homework Listening

	<i>160-163 could be used as a starter)</i>			<i>los problemas del medio ambiente</i> <i>los sin hogar / techo</i> <i>los animales en peligro de extinción</i> <i>Es necesario / esencial que...</i> <i>cuidemos el planeta</i> <i>hagamos proyectos de conservación</i>	Reading Grammar Vocabulary
Week 3	<i>Módulo 8</i> <i>Unidad 2</i> pp.166-167 <i>¡Actúa localmente!</i>	Talking about local actions Using the subjunctive in commands Presenting a written argument	The subjunctive in commands Presenting a written argument	<i>Hay demasiada basura.</i> <i>El aire está contaminado.</i> <i>Para...</i> <i>limpiar las calles</i> <i>proteger el medio ambiente / los ríos y mares</i> <i>reducir la contaminación</i> <i>luchar contra el calentamiento global</i> <i>No se debería tirar basura</i> <i>Se debería plantar más árboles</i>	Homework Listening Grammar Vocabulary
Week 4	<i>Módulo 8</i> <i>Unidad 3</i>	Discussing healthy lifestyles Understanding different tenses	Understanding different tenses	<i>Beber alcohol</i> <i>Fumar cigarrillos / porros</i>	Front-of-class

	pp.168–169 <i>¡Vivir a tope!</i>	Giving extended reasons	Giving extended reasons	<i>Tomar drogas blandas / duras</i>	p. 168 Translation into Spanish worksheet p. 168 Grid worksheet p. 169 Grid worksheet Homework Listening Vocabulary
Week 5	<i>Módulo 8</i> <i>Unidad 4</i> pp.170–171 <i>¡El deporte nos une!</i>	Talking about international sporting events Using the pluperfect tense Explaining your point of view	The pluperfect tense Gist reading to infer overall meaning	<i>¿Para qué sirven... los eventos deportivos internacionales? los grandes acontecimientos deportivos? los Juegos Paralímpicos / Olímpicos? la Copa Mundial de Fútbol? Sirven para... promover la participación en el deporte promover el espíritu de solidaridad</i>	Front-of-class p. 170 Speaking skills worksheet p. 171 Grammar presentation p. 171 Video + Video worksheet Homework Listening Vocabulary
Week 6	Revision and Assessment Could use: <ul style="list-style-type: none"> • Pupil Book pp. 180-181 <i>¡Palabras!</i> • Pupil Book pp. 194-195 <i>¡A repasar!</i> 				

- Assessment Pack End of Module 7 tests

Year 11 Spring Half Term 2	<i>iViva!</i> Edexcel Higher Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> Edexcel Higher <i>Módulo 8: Hacia un mundo mejor</i> (GCSE theme : Local, national, international and global areas of interest)					
Week 1	<i>Unidad 5</i> <i>pp.172-173</i> <i>iApúntate!</i>	Talking about natural disasters Using the imperfect continuous Using grammar knowledge in translation	Imperfect continuous Using grammar knowledge in translation	<i>¿Qué estabas haciendo?</i> <i>Estaba / Estábamos / Estaban...</i> <i>ensayando, entrando en casa durmiendo</i> <i>conduciendo por la ciudad</i> <i>Decidí apuntarme</i> <i>recaudar fondos / solicitar donativos</i> <i>organizamos algunos eventos</i>	Front-of-class p. 172 Translation into English worksheet p. 172 Grid worksheet p. 172 Grammar presentation Homework Listening Vocabulary
Week 2	Revision and Assessment Could use: <ul style="list-style-type: none"> • Pupil Book pp. 180-181 <i>iPalabras!</i> • Pupil Book pp. 196-197 <i>iA repasar!</i> • Assessment Pack End of Module 8 tests 				
Week 3 Week 4	Revision/Assessment Could use: <ul style="list-style-type: none"> • <i>Leer y escuchar</i> for modules 6-8: Student Book pp. 130-131, 152-153, 174-175 • <i>Prueba oral</i> for modules 6-8: Student Book pp. 132-133, 154-155, 176-177 • <i>Prueba escrita</i> for modules 6-8: Student Book pp. 134-135, 156-157, 178-179 				

	<ul style="list-style-type: none"> • <i>Palabras</i> for modules 6-8: Student Book pp. 136-137, 158-159, 180-181 • <i>iA repasar!</i> for modules 6-8: Student Book pp. 192-197
Week 5 Week 6	Practice for the Speaking exam (could use the Speaking part of the End of Course test if not used for November mock).

Year 11 Summer Term	<i>iViva!</i> AQA Higher Teaching and resources
All weeks	Revision/practice papers/ exams Could use the End of Course test if not used for November mock.