

Westfield Academy - Curriculum Information

Pupils will begin focused GCSE preparation (AQA), developing accuracy and fluency across all four skills while exploring key topics such as identity, culture, and global issues.

Spanish

Head of Department	Mr C. Gomez	
Head of Department email	cgo@westfield.academy	
Lessons per 2 week cycle	5	
Specification/Board details/Key stage	AQA – KS4	

Term by term

Autumn 1	Autumn 2	Spring 1
• Discussing holiday activities and weather • Talking about holiday preferences • Talking about holidays (past, present and future) • Describing a trip to Barcelona • Booking accommodation and dealing with problems • Giving an account of a holiday in the past • Giving opinions about school subjects • Comparing subjects and teachers • Describing your uniform and school day • Describing your school • Comparing school in the UK and Spanish speaking countries • Discussing school rules and problems • Talking about plans	• Giving opinions about school subjects • Comparing subjects and teachers • Describing your uniform and school day • Describing your school • Comparing school in the UK and Spanish speaking countries • Discussing school rules and problems • Talking about plans for a school exchange • Talking about activities and achievements	• Revising family and describing people • Talking about family relationships • Discussing role models • Talking about socialising and family • Talking about social networks • Making arrangements

for a school exchange Talking about activities and achievements		
Spring 2	Summer 1	Summer 2
- Talking about free-time activities - Talking about TV programmes and films - Talking about what you usually do - Talking about sport - Talking about who inspires you	- Talking about the places in a town or city - Talking about shops - Shopping for souvenirs - Describing the features of a region - Planning what to do - Using the future tense - Shopping for clothes and presents - Talking about problems in a town - Describing a visit in the past	- Talking about illnesses and injuries - Asking for help at the pharmacy - Talking about typical foods - Comparing different festivals - Describing a special day - Ordering in a restaurant - Talking about a music festival
Key Skills developed	- Asking for and understanding directions - Saying what there is or isn't - Using some, many, lots of - Decoding shop names - Understanding prices expressed in different ways - se puede / se pueden + infinitive - Si + present, + future: Si hace calor, nadaré en el mar. - Using demonstrative adjectives - Explaining preferences - Using tan and tanto - Using antonyms - Using 3+ tenses together: preterite, imperfect and future - Asking and responding to questions - Tackling listening exercises with new vocabulary - Listening for an overall gist - Extending spoken answers using opinions and reasons - Using possessive adjectives - Using the verbs ser and tener - Using verbs in the third person - Using the verb estar (to be) - Looking up new Spanish words in a dictionary - possessive adjectives: mi/tu/su and mis/tus/sus - Grammatical structures (irregular verbs, adjectival word order) - position of adjectives (after the noun) - irregular verbs tener and ser - using intensifiers - agreement of adjectives with nouns - the verb estar - Possessive adjectives (mi, tu, su, nuestro, vuestro,	

	su) • Stem-changing verbs (poder, querer) • Qualifying descriptions and adjectival agreements • Adjectival endings (-o/a, -e, consonant, -or/ora, -ista) • Para + infinitive • The present continuous tense • Justifying opinions using adjectives • Reflexive verbs for relationships • Using ser and estar • Distinguishing between the present and the imperfect when comparing primary and secondary schools • Using verbs followed by the infinitive (se debe, no se debe, está prohibido, no se permite) • Using the near future tense • Using 3 + tenses together • Using desde hace to say how long you have been doing something • Tackling harder listening exercises • Applying pronunciation patterns to new language • Tackling listening tasks which include distractors or ideas expressed in different words • Spotting time expressions while listening • +/- Opinion verbs including intensifiers • Comparatives (más, menos, mejor, peor, tan ... como) • Using time expressions correctly • Adjectival agreements to describe uniform / teachers / school • •Present Tense (introducing verb endings and conjugation) • •Using the definite articles (el, la, los, las) • •Understanding word agreements (masc/fem, sing/plu) • •Using adjectives • •Cognates • •Using the verb vivir • •Adjectival endings (linked to nouns – word agreements) • •Translation into English • •Using adjectives that end in -o/-a • •Writing creatively • •Using the verb ser (to be) • •the present tense • •irregular verbs (tener, ser – present) • •Introducing the irregular verb tener • •adjectives (agreement) • •possessive adjectives • •Indefinite articles (un, una, unos, unas)
Useful Websites	Pearson Active Learn Linguascope SpanishDict Quizlet ActiveHub

Reading/Literacy requirements /Key Words	• Identify missing information • Adjectival ending (agreements) • Numbers / months (phonics) • Es / No es • Tengo / No tengo • Letters of the alphabet • Understanding people spelling their names • Pronouncing the months of the year • Understanding simple sentences about pets • Recognising information about pets and colours • Translating into English • Focus on writing skills • Extended sentences • Translation in longer texts • Using connectives, intensifiers, verbs, adjectives and negatives • Understanding longer texts by focusing on key words, cognates and patterns in language • Grammatical structures (the infinitive) • Giving opinions + infinitive • Grammatical structures (irregular verbs) • Opinions and discussions • Tenses (present) • Translation into English • Using -ar verbs in the present tense • Using cuando (when) • Using hacer (to do) and jugar (to play) • Expressing ideas (writing) • Understanding more challenging texts • Taking part in a longer conversation • Using question words • Reading comprehension • Writing creatively • using porque to give a reason • non-literal translations • present tense of regular -ar verbs (full paradigm)
Homework requirements	Homework will be set on Google Classroom and Pearson Active Learn / ActiveHub website every lesson and will take 20 minutes to complete.
Personal Development Links	• Discussing job preferences / is learning languages important? • Talking about your ideal job / plans for the future • Role play / photo card / questions and answers • Preparing a presentation about your holidays • Prepare / Record answers for the end of module 7 questions list • Discussion on world issues and how to address them • Discussion on favourite subjects and why / opinion on school rules • Role play / photo card / questions and answers • Preparing a presentation about your school • Decoding verbs in the present continuous while

	listening • Improvising dialogues • Talking about what your family / friend is like and relationships • Role play / photo card / questions and answers • Preparing a presentation about technology: phones / apps • Prepare / Record answers for the end of module 3 questions list • pronunciation of the letter 'c' and 'd' • Talking about past/present/future Watford • Discuss what the biggest world issue / children right is and why
Trips/Visits (If applicable)	Trip to Spain