

SPANISH GCSE PLAN 2020 – 2021

Links and platforms for independent learning

Y11	Theme	<p>Resources online: Main resource to check every week for HW is SENECA LEARNING. This link will take you to the Spanish class:</p> <p align="center">https://app.senecalearning.com/dashboard/join-class/rtbm7exy6x</p> <p>In addition, you can revise each week using the links below. You will need paper, pen and speakers or headphones.</p>
Week 2 (WC 7 th Sept)	Local Area, Holiday and Travel	
	1	Recap vocab and key sentences. Selection of phrases from the UL Diagnostic translation
	2	Developing useful/top vocabulary. Using phrases like: <i>Cuando llegamos era... Creo que voy a visitar... ya que... Por un lado... Por otro lado Lo que más/menos me gustó... Una ventaja es...</i>
	3	80-90 word writing under exam conditions answering 4 bullet points linked to topics covered in Year 10 <ul style="list-style-type: none"> • <i>Adónde fuiste de vacaciones el año pasado</i> • <i>Por qué (no) te gustó el pueblo/la ciudad</i> • <i>Las ventajas de diferentes tipos de alojamiento</i> • <i>Qué planes tienes para este verano</i>
Week 3 (WC 14 th Sept)	Identity and Culture	
	1	Presenting festivals around the Hispanic world. Vocab: food, quantities (numbers), indications (increasing – decreasing – the same) Picture description
	2	Listening/ Speaking <i>¿Has probado la comida española? ¿Qué come tu familia? ¿Qué opinas de la comida Mexicana? ¿Qué sueles comer/beber para desayunar?</i>
	3	Describing a traditional (made up) dish <i>El/La...tiene una mezcla de...Sin embargo el/la... es uno de los platos más... y lleva... Me encanta el/la... pero mi padre/madre/etc prefiere...</i>
Week 4 (WC 21 st Sept)	Identity and Culture	
	1	Presenting a special day
		<p align="center">https://app.senecalearning.com/dashboard/join-class/rtbm7exy6x</p> <p align="center">https://www.bbc.co.uk/bitesize/topics/zmc4t39</p> <p align="center">https://classroom.thenational.academy/units/holidays-and-travel-5cf6</p> <p align="center">https://app.senecalearning.com/dashboard/join-class/rtbm7exy6x</p> <p align="center">https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-13-70r68t</p> <p align="center">https://www.bbc.co.uk/bitesize/guides/zmq2382/revision/1</p> <p align="center">https://www.bbc.co.uk/bitesize/guides/zh6h47h/revision/1</p> <p align="center">https://app.senecalearning.com/dashboard/join-class/rtbm7exy6x</p>

		<p><i>Se celebra el..., Me interesa porque se pueden ver..., se escucha..., se puede comer..., se baila...</i></p> <p>Traslation: TL to English to TL</p>	https://classroom.thenational.academy/lessons/describe-a-special-day-part-13-c5hkce
	2	<p>Describing your birthday</p> <p>Speaking/Listening - <i>Me levanté a las..., me bañé, me vestí y llevaba..., fuimos a... con..., comí..., me regalaron..., me acosté a las...</i></p>	https://classroom.thenational.academy/lessons/describing-a-special-day-part-23-cdjp6t
	3	<p>Reading and understanding literature and menus</p> <p>Writing: comment about a recent (made up) experience in a restaurant (<i>La comida, el servicio, el precio, el ambiente, la limpieza</i>)</p>	
	Identity and culture		
Week 5 (WC 28 th Sept)	1	<p>Describing a music festival</p> <p>Discussing favourite artists, music and styles. Providing opinions and justifications.</p> <p><i>Admiro, me fascina, no aguanto/soporto, su actitud/estilo/talento/forma de vestir/música/voz/canciones/letras</i></p>	https://app.senecalearning.com/dashboard/join-class/rtbm7exy6x https://www.bbc.co.uk/bitesize/guides/zk4kxhk/revision/1
	2	<p>Reading: music festival experiences and details about dates, prices, details. Texts using past, present and future.</p>	https://classroom.thenational.academy/lessons/talk-about-a-music-festival-part-13-70u3jt
	3	<p>Writing 80 – 90 words using three time frames, time phrases and expressions followed by the infinitive: <i>Para + inf (para hacer), al + inf (al salir), sin + inf (sin pagar), antes de + inf (antes de comer), después de + inf (después de cantar)</i></p>	https://classroom.thenational.academy/lessons/talk-about-a-music-festival-part-23-65h32d https://classroom.thenational.academy/lessons/talk-about-a-music-festival-part-33-74t3gd
	Future Aspirations, Study and Work		
Week 6 (WC 5 th Oct)	1	<p>Describing a job and the activities involved</p> <p>Details about where, when, how often, how much you earn.</p> <p>Using <i>soler</i> in the imperfect tense</p>	https://app.senecalearning.com/dashboard/join-class/rtbm7exy6x https://www.bbc.co.uk/bitesize/topics/znwjy9g
	2	<p>Speaking/listening Details about where, when, how often, how much you earn. Identifying <i>soler</i> in the imperfect tense</p>	https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-13-cmu3ad
	3	<p>Writing about a part-time job and what to do to help at home (including <i>tengo que+inf..., solía+inf...</i>)</p> <p>1. <i>Soy/trabajo como..., tengo que..., gano..., en mi opinión es bastante..., mi padre piensa que es...</i></p>	https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-23-6ww66t https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-33-c8up4r

		2. <i>En casa ayudo... todos los días, cuando era pequeño/a solía..., mi madre..., mi hermano...</i>	
Week 7 (WC 12 th Oct)	Future Aspirations, Study and Work		https://www.bbc.co.uk/bitesize/guides/zbbmfr/revision/1 https://classroom.thenational.academy/lessons/talking-about-work-experience-part-13-6cr64d https://classroom.thenational.academy/lessons/talking-about-work-experience-part-23-6gu32c https://classroom.thenational.academy/lessons/talking-about-work-experience-part-33-6dh3jd
	1	Talking about work experiences. Las prácticas laborales. Reading paragraphs, identifying key structures – preterite and imperfect (<i>aprendí habilidades nuevas, el horario era muy duro, iba en bici, pasé dos semanas, (no) vale la pena</i>)	
	2	Speaking/listening <i>¿Dónde hiciste tus practicas? ¿Qué tareas hacías? ¿Cómo era tu rutina? ¿Qué ropa llevabas? ¿Cómo era tu jefe? ¿Qué aprendiste?</i>	
	3	Writing: text about your work experience <ul style="list-style-type: none"> • <i>Dónde hiciste tus prácticas laborales</i> • <i>Qué aprendiste</i> • <i>Cuál es la opinión sobre tu jefe/colegas</i> • <i>Qué te gustaría aprender en el futuro</i> 	
Week 8 (WC 19 th Oct)	Future Aspirations, Study and Work		https://classroom.thenational.academy/lessons/talking-about-the-importance-of-learning-languages-part-13-64tk4t https://classroom.thenational.academy/lessons/talking-about-the-importance-of-learning-languages-part-23-c8w3et https://classroom.thenational.academy/lessons/talking-about-the-importance-of-learning-languages-part-33-6ruk4d
	1	Discussing the importance of learning a language and the advantages about this topic. Learning key structures. <i>Te ayuda conocer gente, te permite trabajar en el extranjero, te permite descubrir nuevas culturas, te permite hacer amigos.</i>	
	2	Reading and identifying previous key structures. Reading extensive texts and translation	
	3	Writing about learning a language including advantages, details and examples	
Half Term			
Week 9 (WC 2 nd Nov)	Future Aspirations, Study and Work		https://classroom.thenational.academy/lessons/applying-for-a-summer-job-part-13-61jp4e https://classroom.thenational.academy/lessons/applying-for-a-summer-job-part-23-74tk6d
	1	Applying for a job. Understanding texts (job adverts) and using indirect object pronouns to describe preferences and actions (<i>me apetece trabajar en España, me gustaría trabajar cerca de la playa, le voy a enviar un correo</i>)	
	2	Speaking/listening: <i>soy una persona..., (no) he trabajado, (no) me interesa, (no) tengo experiencia.</i> <i>Some key questions: ¿Por qué quiere ser...? ¿Qué asignaturas ha estudiado?</i>	

		<i>¿Qué experiencia laboral/habilidades tiene?</i>	
	3	Reading and writing: Job application	
Week 10 (WC 9 th Nov)	Future Aspirations, Study and Work		
	1	Talking about a gap year. <i>¿Cómo pasarías un año sabático?</i> Reading/listening: Identifying key answers	https://classroom.thenational.academy/lessons/talking-about-gap-years-part-13-6mrk8t
	2	Revising conditional: <i>trabajaría, iría, viajaría, me gustaría, etc.</i> Aiming for H: imperfect subjunctive: <i>si pudiera tomarme un año sabático..., Si tuviera bastante dinero..., si fuera más ambicioso...</i> Translation	https://classroom.thenational.academy/lessons/talking-about-gap-years-part-23-6hgkae https://classroom.thenational.academy/lessons/talking-about-gap-years-part-33-c9jpac
	3	Working using informative texts Writing/memorising key phrases for writing	
Week 11(WC 16 th Nov)	Future Aspirations, Study and Work		
	1	Presenting plans for the future <i>¿Qué planes tienes para el futuro?</i> Learning phrases followed by infinitive <i>Me interesa/gusta/importa el dinero, el éxito, el matrimonio, la pobreza, las notas, etc. y quiero+inf, tengo la intención de + inf, espero +inf, pienso + inf, me gustaría + inf.</i>	https://www.bbc.co.uk/bitesize/guides/zfsywty/revision/1 https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-13-cdj6ae https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-23-64w66r https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-33-6xj6cd
	2	Reading/listening texts based on key structures previously learned.	
	3	Writing task including: Details of your plans for study and work, personal ambitions, a range of verbs for talking about future plans, phrases such as <i>me interesa(n), cuando +subjunctive</i>	
Week 12 (WC 23 rd Nov)	Preparation for mocks/mocks		https://www.bbc.co.uk/bitesize/topics/zvmxj6 https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/spanish
Week 13 WC 30 th Nov)	Preparation for mocks/mocks		
Week 14 (WC 7 th Dec)	International and Global Dimension		https://classroom.thenational.academy/lessons/describing-where-you-live-part-13-74upcr
	1	Learning key vocab about environment and global issues (<i>El paro, desempleo, animales en peligro de extinción, el hambre, la drogadicción</i>) using <i>Es importante que..., es esencial que..., es necesario que..., no es justo que..., es terrible que...</i>	https://classroom.thenational.academy/lessons/describing-where-you-live-part-23-6wwk0t https://classroom.thenational.academy/lessons/describing-where-you-live-part-33-cgt32e
	2	Listening and translation	

		Using percentages in Spanish to understand specific text related to global issues.	https://www.bbc.co.uk/bitesize/guides/zddjf4j/revision/1
	3	Answering key questions <i>¿Cuál es el problema global más serio hoy en día?</i> <i>¿Cuál es la solución?</i>	
Week 15 (WC 14th Dec)	International and Global Dimension		https://www.bbc.co.uk/bitesize/guides/zddjf4j/revision/1 https://classroom.thenational.academy/lessons/considering-global-issues-part-13-cct38d https://classroom.thenational.academy/lessons/considering-global-issues-part-23-74r30c https://classroom.thenational.academy/lessons/considering-global-issues-part-33-cmt64r
	1	Discussing environmental issues using negatives: <i>No corte tantos árboles, no tire basura al suelo, no construya tantas casas, no vaya en coche si es posible vaya a pie, no malgaste energía.</i> Translation	
	2	Reading/listening based on previous vocab	
	3	Writing a paragraph using sentence starters <i>Es verdad que...</i> <i>Para mí, el mayor problema es...</i> <i>Otro problema es...</i> <i>El posible solucionar...</i> <i>Es importante que... y localmente se debería...</i>	
Christmas 18th – 1st			
Week 16 (WC 4 th Jan)	International and Global Dimension		https://www.bbc.co.uk/bitesize/guides/z4g3d6f/revision/4
	1	Talking about healthy lifestyles, arguments against and for (<i>beber alcohol, tomar drogas blandas, fumar cigarrillos, tomar drogas duras</i>) Recognising opinion sentence starters: <i>creo que, en mi opinión, por un lado... por otro lado, desde mi punto de vista.</i>	
	2	Speaking/listening <i>¿Cuál es tu opinión sobre...?</i> <i>¿Tienes algún vicio?, ¿Qué opinas de beber alcohol/fumar/tomar drogas?</i>	
	3	Writing: produce a short paragraph using a writing frame according previous learning.	
Week 17 (WC 11 th Jan)	International and Global Dimension		https://classroom.thenational.academy/lessons/talking-about-local-actions-part-13-6wrkj https://classroom.thenational.academy/lessons/talking-about-local-actions-part-23-64w3jt
	1	Reading extensive texts. Identifying key structures in different scenarios using three tenses. Identifying endings for each tense	
	2	Speaking/Listening practice	
	3	Write a post using three tenses about your lifestyle <i>Antes, ahora, a partir de ahora</i>	

Week 18 (WC 18 th Jan)	International and Global Dimension		https://www.bbc.co.uk/bitesize/guides/zm7mbdm/revision/1
	1	Talking about international sporting events Listing key international sporting events Using <i>sirven para...</i> and <i>ventajas y desventajas</i>	
	2	Listening practice identifying key words and phrases	
Week 19 (WC 25 th Jan)	International and Global Dimension		https://www.bbc.co.uk/bitesize/guides/zm7mbdm/revision/6
	1	Using the present continuous to describe specific situations. <i>Estaba durmiendo cuando..., estaba ensayando cuando..., estaba leyendo cuando..., estaba conduciendo cuando... empezó el temblor, empezó una tormenta, empezó el tornado, etc.</i>	
	2	Reading: Analysing an extensive text and listening practice	
Week 20 (WC 1 st Feb)	GCSE Exam Preparation		https://www.bbc.co.uk/bitesize/examspecs/z799hb_k
	1	Reading	
	2	Listening/speaking	
Week 21 (WC 8 th Feb)	GCSE Exam Preparation		https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/spanish
	1	Reading	
	2	Listening/speaking	
	3	Writing	