

Overview: This is an overview of the lessons we are setting for Term 4: week 1 and week 2 will be remote learning and week 3 to week 6 will be face to face.

Week 1 and week 2: The overview shows the themes covered and what we would like the students to achieve. Resources (with all the key vocabulary) are uploaded on classcharts. The isolation booklet will include all the key vocabulary and structures introduced in the term and will be handed out to students when they are back in school. Year group taught by Natalia (Trainee)

Week 3-Week 6: Students are back in school. The overview shows the themes to cover and what we would like the students to achieve at the end of each week.

WEEK	CONTENT	SKILLS – and weekly end points	STUDENT WORK TO BE SUBMITTED	EVIDENCE IN BOOK
WB 22.2.21	Planning for a party	To discuss what to buy for a party. Using near future to talk about a party and food Focus on the near future tense in all persons. Listening to someone talk about what food they are going to buy and take to a party. Looking at details Listening and writing tasks.	Classwork -optional	Isolation booklet
	Describing a party	To Use 3 tenses together to talk about a party Listening to identify topics in 3 tenses. Revision of verb endings for present, past and future in 1 st person.	Classwork -optional	
WB 1.3.21	Culture – food abroad	To Learn about food in other countries Listening to different people describe local dishes. Introduction to direct object pronouns.	Classwork optional	Results from MS form task and Progress check/ feedback from teacher/ response from students
	Typical food	To practice vocabulary on the topic of food and different verb tenses Listening, Reading and Translation tasks into both languages to revisit and reiterate grammar rules and vocabulary for restaurant food, every day food, party food and near future tense. Use of all tenses learnt in one text.	Checkpoint MS Form	

	Content	SKILLS – and weekly end points	Evidence of progress
WB 8.3.21	New topic: Going out Arranging to go out. Using me gustaría + infinitive	To be able to use the conditional tense to plan an outing Listen to suggestions on where to go and identify the place mentioned. Listen to positive and negative reactions. Introduction of conditional tense to make suggestions. Listen to meeting arrangements to find out where they are going, at what time and where they are meeting.	Class participation and classwork
	Making excuses to decline an invitation	To be able to present reasons to decline an invitation to go out Listening to different excuses and match them up to the correct picture. Using tengo que + infinitive to make sentences and understand excuses. Matching questions and answers for suggestions. Listen to conversations to identify suggestions of where and when and excuse given.	
WB 15.3.21	Using irregular verbs querer and poder	To be able to conjugate and use irregular verbs in present tense Revisiting boot verbs (from Y7). Choosing the correct form of the verbs. Translating into Spanish.	Vocabulary test Class participation and classwork
	A day out	To discuss getting ready to go out To understand the use of reflexive verbs Listening to reflexive verbs being used to describe a daily routine/getting ready. Finding time phrases to single out specific actions. Listening and watching other people describe how they get ready. Matching action pictures to parts of a text. Reading task to show understanding of routine. Describe how you get ready.	
WB 22.3.21	Using reflexive verbs	To be able to use reflexive verbs correctly Revision of different reflexive verbs and how different people use them. Matching activity of two parts of a sentence. Gap fill. Translation into English and Spanish.	Checkpoint Class participation and classwork
	Clothes – getting ready to go out	To be able to recognise and use vocabulary related to garments Talking about clothes using this and these. Introduction to different items of clothing. Focus on adjectival agreement. Listening task. Description of what different people are wearing. Making	

		dialogues to say where you are going and what you are planning to wear using este, esta, estos and estas.	
WB 29.3.21	Consolidation of knowledge and skills	Use Listening, Reading, Translation and Writing tasks to revisit and consolidate vocabulary of the topic (planning a day out) and grammar taught or used (conditional tense, boot verbs, reflexive verbs and demonstratives este/estos)	Class participation and classwork
	Progress check in lesson Culture lesson- Spanish Easter	To complete a Progress Check Listening and short writing Followed by Spanish Easter tradition and religious customs -Focus on dress	Progress check