



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Module 5: ¡A clase!	Zona de cultura - La vida escolar en España	Unit 1: Un día en el insti	Unit 2: ¿Qué tal tus estudios?	Unit 3: ¿Cómo cambiarías tu instituto?	Unit 4: La gente de mi insti	Unit 5: El viaje de fin de curso
Knowledge & Skills development	Grammar <ul style="list-style-type: none"> • Absolute superlative: • Suffix <i>-ísimo/a/os/as</i> • Relative pronouns <i>que, cuando, donde</i> • <i>Llevar</i> + time period + present participle • Relative pronoun <i>lo que</i> • Talking about the opinions of others (<i>gustar, encantar, interesar</i>) • Conditional tense • (full paradigm) • Impersonal verbs + infinitive • <i>(no)se debe / (no) se permite / está prohibido / hay que</i> • Negatives • <i>(no) nada</i> • <i>(no) nadie</i> • <i>(no) ni...ni...</i> • <i>(no) ninguno/a</i> • <i>(no) nunca/jamás</i> • <i>(no) tampoco</i> • Adverbs with <i>-mente</i> • Adjectives which shorten before nouns (<i>buen, mal, primer, tercer, algún, ningún, gran</i>) or change meaning (<i>único, gran/grande</i>) • Making adjectives agree but not when followed by <i>claro / oscuro</i> • Irregular present tense "I" form verbs: 					

	<ul style="list-style-type: none"> • <i>hago / vengo / pongo / tengo / salgo / conozco</i> • Conditional for saying what you would do • Preterite and imperfect • Using different persons of the verb 	
Assessment / Feedback Opportunities	Formative Assessment Mini-whiteboards Cold call Live marking Self-assessment	Summative assessment
Key Vocabulary	Thematic context(s): Studying and my future	
Literacy/Reading opportunities	Reading in Spanish Read aloud Reciprocal reading	
Cross Curricular Themes		
Personal Development (Including British Values, RSE, Citizenship)	British Values: <ul style="list-style-type: none"> • Individual Liberty – Students are encouraged to express their opinions and explore their interests through Spanish. Through extra-curricular opportunities, students can enhance their languages experience, explore interests in other languages and develop leadership qualities by becoming a Languages Ambassador. • Mutual Respect – Students encourage each other and celebrate their successes in an environment of respect. Through group work students develop social skills and learn to work collaboratively. • Tolerance of Those of Different Faiths and Beliefs – Students develop an understanding and appreciation for Hispanic culture and traditions. Through group work students learn to tolerate peers and embrace differences. RSE: <ul style="list-style-type: none"> • Develop healthy relationships through groupwork (R1) 	
Career Opportunities	<ul style="list-style-type: none"> • Language skills can be used in almost any career, and particularly in businesses that trade internationally. Students are taught about jobs which directly relate to languages (Academic researcher, Diplomatic service) 	

officer, English as a foreign language teacher, Intelligence analyst, International aid/development worker, Interpreter, Political risk analyst, Secondary school teacher, Translator). **In addition, students are taught about jobs where languages are useful** (Broadcast journalist, Detective, Education consultant, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Publishing rights manager, Sales executive, Tour manager).

- **Language Ambassadors:** complete an application form, develop leadership qualities