

Yr11 Self and Relationships– Journey of Knowledge

Context and Introduction to Unit – People and lifestyle – Identity and relationship with others.

Pupils will learn how to describe themselves and others (personality and physical aspects) using ‘ser’ and ‘estar’ and the present tense of ‘tener’. They will also learn how to talk about friends using reflexive verbs and the modern family structure using common irregular verbs.

Prior knowledge (KS3)

‘Ser’, ‘estar’ and ‘tener’

Daily routine reflexive verbs from Year 8.

Adjective agreements.

The definite article

CORE KNOWLEDGE – STICKY

KNOWLEDGE

VOCABULARY

❑ ¿Qué tipo de persona eres? – What type of person are you?

- Pupils will state a range of adjectives and understand masculine/feminine/plural forms. Pupils will also understand when to use ‘ser’ and ‘estar’. Pupils will make comparisons between themselves and others.

❑ Personalidad y aspecto físico – Personality and physical descriptions

- Pupils will describe hair and eyes using the present tense of ‘tener’ and learn more personality adjectives.

❑ Los amigos - Friends

- Pupils will be able to describe their relationships with friends using reflexive verbs and use possessive adjectives correctly.

❑ La familia moderna – The modern family

- Pupils will state the make up of modern families and use common irregular verbs with linking words.

Disciplinary Knowledge - KEY VOCABULARY AND CORE CONCEPTS

• Adjectives in their masculine, feminine and plural forms

MASCULINE SINGULAR	FEMININE SINGULAR	MASCULINE PLURAL	FEMININE PLURAL
Divertido	Divertida	Divertidos	Divertidas
Feliz	Feliz	Felices	Felices

• The verbs ‘ser’, ‘estar’ and ‘tener’ in the present tense:

	SER	ESTAR	TENER
Yo (I)	Soy	Estoy	Tengo
Tú (you, singular)	Eres	Estás	Tienes
Él/ella (He/she/it)	Es	Está	Tiene
Nosotros (We)	Somos	Estamos	Tenemos
Vosotros (You, plural)	Sois	Estáis	Tenéis
Ellos/ellas (They)	Son	Están	Tienen

• Reflexive verbs such as: **pelearse, preocuparse and casarse.**

• Possessive adjectives:

	Masculine	Feminine
My	Mi(s)	Mi(s)
Your (singular)	Tu(s)	Tu(s)
His/her/its	Su(s)	Su(s)
Our	Nosotros(s)	Nosotros(s)
Your (plural)	Vuestro(s)	Vuestra(s)
Their	Su(s)	Su(s)

Mi amigo se llama Hugo. Tiene los ojos marrones y el pelo negro y largo. Puede ser un poco orgulloso a veces, pero es optimista y práctico. Me llevo bien con Hugo y su familia. Su hermano es muy responsable y independiente.

• Personal Description

- Tengo el pelo largo/ corto/ rubio/ castaño/ negro/ pelirrojo
- Tengo los ojos azules/verdes/marrones
- Llevo gafas
- (No) Soy alto/bajo/feo/guapo/delgado/ gordo

• Relationships

- (No) Me llevo bien con...
- (No) Me cae bien con....
- Ojalá mi madre fuera más.....
- No me llevaría tan bien con mi madre si no fuera tan....

Yr11 P2S2: Technology and Social Media– Journey of Knowledge

The bigger picture:

Career of the month – Airline Services

Where are we today? – SMSC Las Redes Sociales

Family life and enjoying leisure time– SRE

Context and Introduction to Unit

In this unit pupils will learn how to talk about how school studies, school life exams, and future plans.

Prior knowledge (KS2/KS3)

Giving opinions conjugating verbs in present, future and past tense comparatives and superlatives

Soler + infinitive time expressions

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

☐ **La tecnología: Mi ordenador y mi móvil– key verbs in present, past and future**

- *navegar, chatear, descargar, cargar, subir, jugar, usar, comprar, leer, escribir, mandar, enviar, compartir, hacer, ver.*
- **Time expressions**– *todos los días, nunca, siempre, a veces, de vez en cuando, a menudo, casi nunca, raramente, ayer, mañana, el sábado, el fin de semana*

☐ **¿Cómo prefieres mantenerte en contacto?**

- *las redes sociales, el ciberacoso, el móvil, el portátil, la tableta, la red, los videojuegos, el mensaje, la red, los jóvenes, los riesgos, las salas de chat.*
- *lo bueno/malo es que...Lo mejor/peor es que.... La verdad es que...*
- *adictivo, peligroso, útil, inútil, anticuado, informativo, educativo, fácil, difícil, complicado, una pérdida de tiempo*

GRAMMAR

- ☐ Present tense
- ☐ Past tense 1st person
- ☐ Suelo+ infinitive
- ☐ Immediate future tense
- ☐ comparatives (more/less/ better/ worse). Comparisons using ‘preferir’ in 1st and 3rd person.
- ☐ Superlatives
- ☐ Expressing more complex opinions

ABOVE AND BEYOND

VOCABULARY

☐ **Mi ordenador**

- *recibir, grabar, utilizar, acceder, borrar, dares cuenta de, mejorar, seguir*

☐ **ABC language / Academic talk**

- *A mi juicio*
- *(No) Merece la pena*
- *Diría que, creo que, pienso que*
- *A mi modo de ver*
- *Lo que tengo que decir es...*
- *Supongo que*

GRAMMAR

- ☐ Past tense all parts of verb
- ☐ Soler all parts of the verb
- ☐ The perfect tense 1stperson
- ☐ The present continuous

Extended Writing

- 1) Write an email about how you use technology in your free time.
- 2) Write about the pros and cons of social media

WHERE NEXT?

This links to KS4 Theme Technology in every day life.

Yr11 P2S3: Holidays– Journey of Knowledge

The bigger picture:

Career of the month – Airline Services

Where are we today? – SMSC Las Redes Sociales

Family life and enjoying leisure time– SRE

Context and Introduction to Unit

In this unit pupils will learn how to talk about the pros and cons of social media.

Prior knowledge (KS2/KS3)

Giving opinions conjugating verbs in present, future and past tense comparatives and superlatives

Soler + infinitive time expressions

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

☐ Las redes sociales

- *Opinion + chatear, ver, usar... [type of social media]*
- *Conjunctions – ya que, dado que, porque pienso que*
- *Adjectives - entretenido, gracioso, educativo, informative, tonto, útil, fascinante, aburrido*

☐ High level structures/ comparatives/ complex reasons

- *Lo bueno/ malo es que... Lo mejor/ pero es que...*
- *se puede compartir fotos/ ideas, son una buena manera de mantenernos en contacto. se puede mantenerte en contacto muy facil, muchos jovenes sufren ciberacoso, ciberacoso es un problema grave, son una perdida de tiempo, soy adicto/a*

☐ Tier 3 vocabulary

- *las redes sociales, el ciberacoso, el móvil, el portátil, la tableta, la red, los videojuegos, el mensaje, la red, los jóvenes, los riesgos, las salas de chat.*
- *lo bueno/malo es que...Lo mejor/peor es que.... La verdad es que...*
- *adictivo, peligroso, útil, inútil, anticuado, informative, educativo, fácil, difícil, complicado, una perdida de tiempo*

GRAMMAR

- ☐ Present tense opinions
- ☐ Imperfect past tense 1st person opinions *[me gustaba]*
- ☐ Suelo+ infinitive
- ☐ comparatives (more/less/ better/ worse). Comparisons using 'preferir' in 1st and 3rd person.
- ☐ Superlatives
- ☐ Expressing more complex opinions

ABOVE AND BEYOND

VOCABULARY

☐ Las redes sociales

- *recibir, grabar, utilizar, acceder, borrar, dares cuenta de, mejorar, seguir*

☐ ABC language / Academic talk

- *A mi juicio*
- *(No) Merece la pena*
- *Diría que, creo que, pienso que*
- *A mi modo de ver*
- *Lo que tengo que decir es...*
- *Supongo que*

GRAMMAR

- ☐ Imperfect tense all parts of verb
- ☐ Soler all parts of the verb

Extended Writing

1) Write about the pros and cons of social media.

2) Compare one type of social media with others.

WHERE NEXT?

This links to KS4 Theme Technology in every day life.

Yr11 P2S2: Customs, Festivals and Celebrations – Journey of Knowledge

Context and Introduction to Unit – Theme 2 – Popular Culture

Pupils will learn how to discuss Hispanic festivals and compare them to those celebrated in the UK, referring to at least three tenses.

Prior knowledge (KS3) (Year 10)

Giving high level opinions

Food and drink

Countries

Family and Relationships

Weather

Local area

CORE KNOWLEDGE – STICKY KNOWLEDGE

☐ Celebramos (1) – Let's celebrate

Pupils will learn how to talk about common celebrations in the UK, saying how they celebrate and naming key traditions and celebrations in Spanish.

☐ Celebramos (2)

Pupils will learn how to talk about an array of festivals, traditions and celebrations from across the Hispanic world.

☐ Comimos juntos – We ate together

Pupils will learn how to use the preterite tense to give an account of a celebration (food, family, music, sequencing of events, etc.)

☐ Solíamos celebrar – We used to celebrate

Pupils will learn to use the imperfect tense to say how they used to celebrate an event/festival/tradition compared to now.

Disciplinary Knowledge - VOCABULARY

☐ Celebramos (1)

- Nochebuena – Christmas Eve
- El día de la Navidad – Christmas Day
- Nochevieja – New Year's Eve
- El día de año nuevo – New Year's Day
- Día de Brujas – Halloween
- Pascua/semana santa – Easter

Hacemos una comida – we make a meal
Bebemos vino – we drink wine
Salimos con amigos – we go out with friends
Visitamos a familia – we visit family
Vamos a una fiesta – we go to a party
Damos regalos – we give presents

☐ Celebramos (2)

Enero	El Día de los Tres Reyes Magos	España
Febrero	Carnaval	España (Cádiz)
Marzo	Las Fallas	Valencia
Abril	Semana Santa	España (Sevilla)
Mayo	San Isidro	Madrid
Junio	San Juan	El Sur de España
Julio	San Fermín	Pamplona
Agosto	La Tomatina	Buñol (cerca de Valencia)
Octubre	El Día de los Muertos	México
Diciembre	Noche Buena Navidad Noche Vieja	España

☐ Solíamos celebrar – We used to celebrate

Solía – I used to Solíamos – we used to

GRAMMAR

☐ Preterite tense of verbs.

☐ Imperfect tense of verbs.

Extended Writing

Write a to your Spanish friend about how you celebrated a particular occasion and compare it to what you used to do.

Reading is power

A range of texts and magazine excerpts linked to theme of celebrations and festivals.

WHERE NEXT?

This links to KS4 Theme 2: Local, national, international and global areas of interest - Topic 1: Home, town, neighbourhood and region – describing what your region was like in the past.

☐ Comimos juntos – We ate together

yo	hablé
tú	hablaste
él/ella/usted	habló
nosotros	hablamos
vosotros	hablasteis
ellos/ellas/ustedes	hablaron

yo	í
tú	iste
él/ella/usted	ió
nosotros	imos
vosotros	isteis
ellos/ellas/ustedes	ieron

Regular Spanish Verbs Conjugated In The Imperfect Tense

by DavidSpanish.com

Subject	to speak -ar (hablar)	to eat -er (comer)	to live -ir (vivir)
yo	hablaba	comía	vivía
tú	hablabas	comías	vivías
él/ella/usted	hablaba	comía	vivía
nosotros	hablábamos	comíamos	vivíamos
vosotros	hablabais	comíais	vivíais
ello(a)s ustedes	hablaban	comían	vivían

Yr11 P2S3: Environment – Journey of Knowledge

Context and Introduction to Unit - Local, national, international and global areas of interest - Global Sustainability - Environment and Social Issues

Pupils will learn how to discuss environmental issues such as drought, deforestation and pollution. They will discuss what they do at home to protect the environment in at least three time frames. Pupils will also learn how to give complex opinions on issues such as homelessness, poverty and hunger and will discuss what they do for charitable organisations.

Prior knowledge (KS3)

Giving high level opinions

Talking about local area

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

☐ Los problemas medioambientales – Environmental issues

Pupils will state environmental issues and will be introduced to a range of infinitives that are linked to the environment, many of which are cognates. They will then use the conditional tense of the verb ‘deber’ to talk about what we should and shouldn’t do to protect the environment. Pupils will talk about which environmental issue is most threatening to the environment in our local area, in the country and globally and will then offer their suggestions to resolve the situation.

☐ Lo que hice y lo que voy a hacer en casa para proteger el medio ambiente. - What I did at home and what I’m going to do to protect the environment.

- Pupils will use the past tense to discuss what they have recently done at home to protect the environment and why.
- Pupils will use the future tense to discuss what they intend to do in the future to protect the environment.

☐ Los problemas sociales – Social problems

- Pupils will state a range of social issues such as poverty, homelessness and hunger and talk about which issue worries them most and why.
- Pupils will talk about charitable organisations and what they themselves do to support different charities.

Disciplinary Knowledge

VOCABULARY

☐ Los problemas medioambientales – Environmental issues

☐ ¿Cuál es el problema más grave con respect al medio ambiente?

- *El calentamiento global, el efecto invernadero, las mareas Negras, la deforestación, la pesca excesiva, el cultivo excesivo, la sequía, la destrucción de los animals, la sobrepoblación, la contaminación del aire, la destrucción dela capa de ozono, los residuos nucleares, la lluvia ácida, el cambio climático, el gobierno.*
- *Comprar, reciclar, proteger, conservar, plantar, usar, mejorar, malgastar, tirar, mantener, reducir, apagar, consumir, evitar, amenazar, afectar, empeorar, separar, ahorrar, construir.*

☐ Los problemas sociales – Social problems

- *El hambre, la pobreza, los sin techo,*
- *Las organizaciones benéficas*
- *Donar*

GRAMMAR

- ☐ Deber/ Poder – full conjugation conditional tense
- ☐ Expressions that use the infinitive – Se debe, hay que, tienes que, se puede, es necesario
- ☐ Past tense – 1st person singular and plural and 3rd person.
- ☐ Future tense – 1st person singular and plural and 3rd person.

Extended Writing

Write a blog about what environmental issues you worry you most and what you do to protect the environment using three time frames.

Reading is power

A range of texts and magazine excerpts linked to theme of the environment.

WHERE NEXT?

This links to KS4 Theme 1: Lifestyle – Health and fitness. In this unit pupils will revisit verbs that are followed by the infinitive such as ‘se debe’ and ‘hay que’ and further consolidation of how to use ‘Para’.

Yr11 P2S3: Holidays – Journey of Knowledge –

Context and Introduction to Unit - Local, national, international and global areas of interest – Tourism - Holidays

Pupils will learn how to discuss where they spend their holidays, referring to at least three tenses.

Prior knowledge (KS3) (Year 10)

Giving high level opinions

Free time activities and extreme sports

Countries

Transport

Weather

Local area

CORE KNOWLEDGE – STICKY KNOWLEDGE

☐ **¿Adónde fuiste? – Where did you go?**

Pupils will learn how to explain where they spent their holiday including who they went with and how they travelled. Pupils will also be able to give details about the journey including opinion.

☐ **¿Dónde te alojaste? – Where did you stay?**

- Pupils will contrast the past and the imperfect tenses to describe accommodation.
- Pupils will explain where they stayed during their holidays and describe what the chosen accommodation was like including facilities.
- Pupils will use high level structures to describe what the good and bad was about their chosen accommodation.

☐ **¿Qué hiciste? – What did you do?**

- Pupils will describe what they did during their holidays including a change of person and time expressions.
- Pupils will give opinions on their holidays.

☐ **¿Adónde te gustaría ir de vacaciones en el futuro? – Where would you like to go on holiday in the future?**

- Pupils will use the conditional tense to explain where they would like to go on holiday in the future if money were no object.

Disciplinary Knowledge - VOCABULARY

☐ **¿Adónde fuiste? – Where did you go?**

- *Fui a.... Pasé mis vacaciones en.... + country*
- *Viajé/ Viajamos en.... +transport*
- *Fui con... mi familia / mis amigos/ mis Abuelos/ mis padres/ mi colegio*
- *El viaje / El vuelo duró..... horas*

☐ **¿Dónde te alojaste? – Where did you stay?**

- *Me alojé en... Nos alojamos en....(un hotel/ un camping/ unalbergue juvenil)*
- *Me quedé en/ Nos quedamos en... (la casa de mis abuelos)*
- *El hotel tenía.... Una piscina/ un restaurante/ un gimnasio/ una cancha de tenis/ una sala de juegos*
- *En el hotel había...*
- *Lo pasé bomba/ fenomenal/ estupendo porque.....*

☐ **¿Qué hiciste? – What did you do?**

alquilé una bici, comí comida deliciosa, compré recuerdos, conocí a un chico simpático / una chica simpática, descansé en la playa, di un paseo, jugué con mis primos, nadé en el mar, probé platos típicos, saqué fotos, tomé el sol, visité lugares históricos

☐ **¿Adónde te gustaría ir de vacaciones en el futuro?**

- *Si tocara la lotería iría a.... Si tuviera un millón de euros me gustaría ir a....*

GRAMMAR

- ☐ Past tense – 1st person singular and plural and 3rd person.

- ☐ Reflexive verbs ‘alojarse’

- ☐ Conditional tense– 1st person singular and plural and 3rd person.

Extended Writing

Write a to your Spanish friend about a recent holiday..

Reading is power

A range of texts and magazine excerpts linked to theme of holidays.

WHERE NEXT?

This links to KS4 Theme 1: Lifestyle – Health and fitness. In this unit pupils will revisit reflexive verbs as well as food and drink and sporting activities.

Yr11 P2S3:Social Issues (Healthy Living)– Journey of Knowledge –

Context and Introduction to Unit

In this unit pupils will learn how to talk about their school and future study plans.

Prior knowledge (KS2/KS3)

Giving opinions conjugating verbs in present, future and past tense comparatives and superlatives
Soler + infinitive time expressions interrogative conditional tense telling the time

The bigger picture:

Career of the month – Teacher/ Lecturer

Where are we today? – SMSC Colegio La Reina

School life in Spain – SRE

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

☐ ¿Como es tu insti? Mi instituto es...

- *Mixto, femenino, masculine, grande, pequeño, moderno, antiguo*
- *Las clases empiezan a las.../ Las clases terminan a las...*

☐ ¿Qué hay en tu colegio? En mi colegio hay... tenemos...

- *Las aulas, la cantina, la sala de estar, las canchas de deporte, polideportivo, el patio, salón de actos, la piscina, los laboratorios, el campo de fútbol*

☐ Mis asignaturas ¿Qué estudias? En colegio estudio...

- *El inglés, el español, el francés, el dibujo, el teatro,*
- *la música, la geografía, la historia, la religión, la educación física,*
- *las matemáticas, las ciencias,*
- *Adjectives - entretenido, gracioso, educativo, informative, tonto, útil, fascinante, aburrido*

☐ El recreo ¿Que haces durante el recreo?

- *las redes sociales, el ciberacoso, el móvil, el portátil, la tableta, la red, los videojuegos*
- *Toco en la orquesta, canto en el coro, voy a la biblioteca, voy al club de ajedrez/teatro/informática*

GRAMMAR

- ☐ Hay Tenemos
- ☐ Adjectival agreement
- ☐ ESTUDIAR – all parts of the verb
- ☐ Immediate future

ABOVE AND BEYOND

VOCABULARY

☐ ¿Cómo es tu insti?

- *Lo bueno es que/ Lo malo es que*
- *Lo mejor es que/ Lo peor es que*

☐ School subjects

- *Los idiomas/ las lenguas/ los trabajos manuales/ el comercio/ el diseño/ la química/ la física/ la biología*
- *(No)Me llevo bien con el profesor*
- *Saco buenas/malas notas*
- *Se me da(n)bien*

GRAMMAR

- ☐ Conditional tense
- ☐ Simple future tense

Extended Writing

- 1) Write a description of your school
- 2) Discuss school subjects and your future plans

WHERE NEXT?

This links to KS4 Theme 3: Current study and the world of work.

Yr11 Healthy Living – Journey of Knowledge

Context and Introduction to Unit – Identity and Culture- Lifestyle- Healthy Living

Pupils will learn how to discuss healthy living. They will discuss what they do to lead a healthy life in at least three time frames, including the imperfect tense. Pupils will also learn how to give complex opinions on issues such as drugs, alcohol and smoking.

Prior knowledge (KS3)

Giving high level opinions

Talking about food

Talking about free time

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

❑ ¿Comes bien?– Do you eat well?

Pupils will state a variety of food and drink and will be introduced to a range of infinitives that are linked to healthy living. Pupils will then learn how to discuss their diet in at least three time frames (past, present and future tenses). Pupils will also have further exposure to the imperfect tense as they will be learning how to say what they ‘used to’ eat and drink.

❑ ¿Tienes...? – Are you...?

Pupils will be introduced to expressions that in English use the verb to be but in Spanish use the verb ‘tener’. For example, to be hungry or thirsty. Pupils will use all parts of the verb ‘tener’.

❑ ¿Llevas una vida sana? Do you lead a healthy life?

Pupils will discuss what you should and shouldn’t do to lead a healthy life.

Pupils will be exposed to reflexive verbs such as ‘emborracharse’ (to get drunk) in at least the 1st and 3rd person. Pupils will learn how to talk about the dangers of taking drugs, drinking alcohol, smoking and the importance of getting plenty of sleep.

❑ ¿Qué te duele? ¿Qué te pasa? What’s hurting? What’s wrong?

Pupils will learn how to say they don’t feel well and to explain what part of the body is hurting or what illness they may have. They will also look at solutions and be able to give advice on what someone should do depending on what the problem is.

Disciplinary Knowledge

VOCABULARY

❑ ¿Comes bien?– Do you eat well?

- El pollo, el jamón, el queso, el bocadillo, el pan, el pescado, la fruta, la ensalada, la carne, los caramelos, los huevos, los pasteles, las verduras, las galletas, las hamburguesas, las patatas fritas
- El agua, el vino, el té, el café, el chocolate caliente, el zumo de naranja, la coca cola, la limonada, la naranjada, la cerveza, la leche.
- Soy vegetariano/a

❑ ¿Tienes...? – Are you...?

- *Tener...sed/ hambre/ calor/ frío/ suerte/ sueño/miedo/ éxito/ prisa/ razón*

❑ ¿Llevas una vida sana? Do you lead a healthy life?

- *Tomar drogas, drogarse, emborracharse, fumar, dormir, evitar el estrés, hacer ejercicio, levantarse temprano, acostarse tarde, mantenerse en forma, comer una dieta equilibrada.*

❑ ¿Qué te duele? ¿Qué te pasa? What’s hurting? What’s wrong?

- Me duele(n),,,,La cabeza, la garganta, la espalda, el estómago, los oídos, las orejas, los ojos, los pies, las piernas, los manos, los brazos, la nariz.
- Tengo tos, fiebre, catarro, una picadura, una insolación, diarrea

GRAMMAR

- ❑ Comer/Beber/ Evitar/ Tomar/ tener– full conjugation conditional tense
- ❑ Expressions that use the infinitive – Se debe, hay que, tienes que, se puede, es necesario, deberías
- ❑ Reflexive verbs – emborracharse/ drogarse/ levantarse
- ❑ Imperfect tense
- ❑ Doler – me duele(n)

Extended Writing

Write a blog about what you should do to lead a healthy life using three time frames.

Reading is power

A range of texts and magazine excerpts linked to theme of healthy living.

WHERE NEXT?

General revision in preparation for the GCSE examinations.