

*“High achievement
always takes place
within a framework of
high expectation”*

The Calderstones Curriculum



Whole KS4 Curriculum Principles

The KS4 curriculum is delivered over two years. Most students receive three lessons per week in Year 10 and two lessons per week in Year 11 prior to the GCSE examination period. Some classes follow the reverse lesson allocation due to the school timetable; however, all students receive equivalent curriculum time across Key Stage 4. The curriculum has been sequenced to ensure full coverage of the AQA GCSE Spanish specification regardless of lesson distribution.

Students begin Key Stage 4 with varying levels of confidence and prior knowledge from Key Stage 3. The curriculum is therefore carefully sequenced to revisit and strengthen core vocabulary, phonics and grammar before introducing more complex language and less familiar contexts. Learning is cumulative, with regular retrieval practice, low-stakes assessment and opportunities for deliberate practice to secure long-term retention.

The Oxford University Press Kerboodle course provides the core scheme of learning, ensuring coherent progression and full specification coverage. Explicit teaching of vocabulary, phonics, grammar and translation underpins every unit, enabling students to communicate with increasing accuracy and confidence across listening, speaking, reading and writing. All new specification content is completed before the GCSE examination period, allowing dedicated time for revision, targeted intervention and examination preparation. The curriculum is designed to enable all students to develop the knowledge, skills and confidence required to communicate effectively in Spanish and to achieve success in the AQA GCSE qualification.

Year 10: Autumn Term (Half-Term 1)

Spanish

Unit of Study	Identity and Relationships with Others Oxford Kerboodle: Unit 1.1F, 1.1H, 1.2F and 1.2H.
Why? What are we trying to achieve?	Students transition from Key Stage 3 to GCSE by revisiting and extending familiar language relating to identity, physical appearance, personality, family and friendships. They consolidate core present tense structures whilst developing confidence in expressing and justifying opinions across all four language skills. Explicit teaching of vocabulary, grammar and phonics enables students to communicate with increasing accuracy and independence. By securing these foundations early, students are prepared to apply and transfer core language to increasingly complex topics and grammatical structures throughout the GCSE course.
Key Content / Knowledge	Topic Knowledge - Physical appearance and personality - Describing yourself and others - Family members and relationships - Modern family structures - Friendships and social relationships - Qualities of a good friend and ideal partner - Equality and diversity within contemporary families and Spanish-speaking communities

	Grammar • Present tense of tener • Adjective agreement • Definite articles • Reflexive verbs • Possessive adjectives • Common irregular present tense verbs • Using a range of linking words to extend responses Phonics • ce / ci • ñ • z Core curriculum skills • Retrieval and consolidation of Key Stage 3 vocabulary and grammar • Translation between English and Spanish • Developing accurate pronunciation and decoding through explicit phonics instruction • Producing simple extended spoken and written responses • Expressing and justifying opinions • Reading for gist and detail • Introduction to GCSE-style listening, reading, speaking and writing tasks
Key Language / Vocabulary	Core Topic Vocabulary • la personalidad • el aspecto físico • la familia • los amigos • las relaciones • la familia nuclear • la familia monoparental • la familia reconstituida • la pareja High-Frequency Verbs and Phrases • tener • llevarse bien con • preocuparse por • parecerse a

	- casarse con - divorciarse de Descriptive Language - simpático/a - responsable - independiente - artístico/a - optimista - alegre - ambicioso/a - tranquilo/a Opinion and Linking Phrases - en mi opinión... - creo que... - porque... - además... - sin embargo... - normalmente... - siempre... - a veces... - nunca...
Year 10: Autumn Term (Half-Term 2)	
Spanish	
Unit of Study	Healthy Living and Lifestyle Oxford Kerboodle: Unit 2.1F, 2.1H, 2.2F and 2.2H.
Why? What are we trying to achieve?	Students build upon the language and grammatical knowledge developed in the first half term by applying familiar structures to the context of healthy living and lifestyle. They develop the confidence to discuss health, fitness, diet and wellbeing, whilst expressing opinions, giving advice and making future intentions. Regular retrieval of previously taught vocabulary and grammar supports long-term retention and enables students to communicate with increasing accuracy and independence. This prepares students to apply these linguistic skills to more abstract contexts, including education and future aspirations, in subsequent units.

Key Content / Knowledge	Topic Knowledge • Healthy and unhealthy lifestyles • Physical activity and fitness • Healthy eating and different types of diet • Food and drink preferences • Giving advice about leading a healthy lifestyle • Physical and mental wellbeing • Healthy lifestyles in Spain and the Spanish-speaking world, including the Mediterranean diet and cultural attitudes towards health and wellbeing Grammar • Radical-changing verbs • Al and del • Expressions using tener • Question words • Immediate future tense (<i>ir a</i> + infinitive) • Subject pronouns • High-frequency verbs • Adjectives of nationality • Retrieval and consolidation of: ◦ Present tense ◦ Adjective agreement ◦ Opinions and justifications Phonics • ll • gue / gui Core Curriculum Skills • Retrieval of vocabulary and grammar from Unit 1 • Translation between English and Spanish • Developing longer spoken and written responses • Giving advice and justifying opinions • Reading for gist and detail • Responding to GCSE-style listening and reading tasks • Developing accurate pronunciation through explicit phonics teaching.
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Key Language / Vocabulary

Core Topic Vocabulary

- la salud
- la dieta
- el deporte
- el ejercicio
- la comida rápida
- las verduras
- la fruta
- el desayuno
- el estrés
- el bienestar

High-Frequency Verbs and Phrases

- entrenarse
- llevar una vida sana
- evitar
- descansar
- fumar
- beber
- comer
- hay que...
- se debe...
- voy a...

Descriptive Language

- sano/a
- equilibrado/a
- vegetariano/a
- vegano/a
- importante

Opinion and Linking Phrases

- en mi opinión...
- creo que...
- para mí...
- porque...
- además...
- sin embargo...

Numeracy	Interpreting quantities and numerical information in the context of diet, food and healthy lifestyles.

Year 10: Spring Term (Half-Term 3)	
Spanish	
Unit of Study	Education Oxford Kerboodle: Unit 3.1F <i>En el instituto</i> and 3.1H <i>Lo bueno y lo malo del instituto</i> .
Why? What are we trying to achieve?	Students apply the vocabulary and grammatical knowledge developed during the autumn term to the familiar context of school and education. They develop the confidence to express, justify and compare opinions about school life, subjects, teachers, routines and rules using increasingly varied language. Through regular retrieval of previously taught vocabulary and grammar, students produce longer spoken and written responses with greater accuracy and independence. This provides the linguistic foundation for discussing future aspirations, careers and the world of work in the following unit.

Key Content / Knowledge	Topic Knowledge • School subjects and opinions • School facilities and environment • Teachers, homework and school rules • Daily school routine • Positive and negative aspects of school life • Contemporary issues affecting education, including behaviour, bullying and academic pressure • Comparing different aspects of school life Grammar • Comparative adjectives • Making sentences negative • Gustar and verbs with similar patterns • More negative expressions • Retrieval and consolidation of: ◦ Present tense ◦ Immediate future tense ◦ Radical-changing verbs ◦ Adjective agreement ◦ Reflexive verbs Phonics • que / qui Core Curriculum Skills • Retrieval of vocabulary and grammar from previous units • Developing and justifying opinions • Comparing ideas using a wider range of language • Translation between English and Spanish • Reading for gist and detail using longer texts • Developing extended spoken and written responses • Continued development of accurate pronunciation through explicit phonics teaching
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Key Language / Vocabulary	Core Topic Vocabulary • el instituto • las asignaturas • los profesores • los deberes • el uniforme • las reglas • los exámenes • el edificio • las instalaciones • el acoso High-Frequency Verbs and Phrases • deber • tener que • poder • confiar en • preferir • me gusta... • no me gusta... • lo que me gusta es... Descriptive Language • estricto/a • moderno/a • útil • interesante • aburrido/a • mejor • peor Opinion and Linking Phrases • en mi opinión... • para mí... • creo que... • porque... • además... • sin embargo... • más... que... • menos... que...
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	tan... como...
Numeracy	Using and interpreting time and numerical information within the context of school routines and timetables.

Year 10: Spring Term (Half-Term 4)	
Spanish	
Unit of Study	Education and Work Oxford Kerboodle: Unit 3.2F <i>Los trabajos</i> and 3.2H <i>Buscando trabajo</i>.
Why? What are we trying to achieve?	Students build upon their understanding of school life by exploring future education, careers and the world of work. They develop the language needed to discuss future aspirations, describe employment opportunities and give advice about preparing for work. Previously taught vocabulary and grammar are revisited alongside the introduction of new structures, enabling students to communicate with increasing confidence and independence. This unit prepares students to transfer their language skills to discussing leisure, hobbies and interests in the following term, whilst continuing to develop the grammatical knowledge required for GCSE success.

Key Content / Knowledge	Topic Knowledge • Different jobs and careers • Personal qualities and skills required for employment • Future career aspirations • Qualifications and pathways into employment • The workplace and work experience • The value of language skills in employment Grammar • Uses of the infinitive • Lo + adjective • Simple future tense • Verbs used for giving advice • Retrieval and consolidation of: ◦ Present tense ◦ Immediate future tense ◦ Comparatives ◦ Modal verbs ◦ Opinions and justifications Phonics • Consolidation and retrieval of previously taught phonics to support reading fluency and accurate pronunciation.
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Key Language / Vocabulary	Core Curriculum Skills • Applying language to future contexts • Giving advice and recommendations • Expressing ambitions and future intentions • Translation between English and Spanish • Developing extended spoken and written responses • Retrieval of vocabulary and grammar from Theme 1 • End of Theme 1 assessment and reflection Core topic Vocabulary Core Topic Vocabulary • el trabajo • el trabajo ideal • el futuro • la universidad • una entrevista • un currículum • una carta personalizada • el perfil ideal High-Frequency Verbs and Phrases • me gustaría... • me interesaría... • quiero... • mi sueño es... • se me da(n) bien... • tener que... • deber... • hay que... • se debe... • hace falta... • se necesita... • se puede... • vale la pena... Careers and Employability Language • trabajar en un equipo • proteger a la gente • cuidar a las personas • diseñar
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	• escribir / presentar un buen currículum • mandar / enviar una carta personalizada • llevar ropa apropiada • llegar tarde • mentir • exagerar Descriptive / Opinion Language • lo mejor sería... • lo que más me gusta hacer es... • es buena idea... • ser proactivo/a • ser comprensivo/a
Numeracy	Using and interpreting numerical information within the context of qualifications, employment and the workplace.

Year 10: Summer Term (Half-Term 5)	
Spanish	
Unit of Study	Free Time Activities Oxford Kerboodle: Unit 4.1F, 4.1H, 4.2F and 4.2H.
Why? What are we trying to achieve?	Students apply previously acquired vocabulary and grammar to discuss a broad range of free time activities and interests. They develop the confidence to describe hobbies, entertainment and leisure preferences whilst expressing and justifying opinions using increasingly varied language. Through regular retrieval of previously taught vocabulary and grammatical structures, students become more independent communicators across all four language skills. This unit prepares students to discuss traditions, customs and celebrations by broadening their understanding of leisure, culture and everyday life in Spanish-speaking communities.

Key Content / Knowledge	Topic Knowledge • Hobbies and leisure activities • Television programmes, films and music • Reading and entertainment • Digital leisure activities • Expressing preferences and opinions • Making arrangements and discussing leisure time • Free time and leisure in Spain and the Spanish-speaking world Grammar • Present continuous tense including irregular gerunds • The personal ‘a’ • Verbs followed by prepositions • Demonstrative adjectives • The preterite for regular verbs, plus irregular ver and ir • Adverbs of frequency • First person spelling changes in the preterite tense • The superlative • Retrieval and consolidation of: ◦ Present tense ◦ Immediate future tense ◦ Simple future tense ◦ Comparatives ◦ Modal verbs Phonics • Consolidation of previously taught phonics through retrieval and pronunciation practice.
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Key Language / Vocabulary	Core Topic Vocabulary • el tiempo libre • los pasatiempos • la televisión • el cine • la música • los libros • las redes sociales • el videojuego • la película • la novela High-Frequency Verbs and Phrases • escuchar • ver • leer • jugar • salir • quedar • pasar tiempo con... • prefiero... • me interesa... • suelo... Descriptive Language • divertido/a • entretenido/a • emocionante • relajante • aburrido/a • interesante Opinion and Linking Phrases • en mi opinión... • creo que... • prefiero... • porque... • además... • sin embargo... • por eso...
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Year 10: Summer Term (Half-Term 6)	
Spanish	
Unit of Study	Customs, Festivals and Celebrations Oxford Kerboodle: Unit 5.1F, 5.1H, 5.2F and 5.2H
Why? What are we trying to achieve?	Students broaden their understanding of customs, festivals and celebrations in Spain and the Spanish-speaking world whilst applying previously learned vocabulary and grammar in increasingly authentic cultural contexts. They develop the confidence to describe traditions, discuss celebrations and recount events using a wider range of language and grammatical structures. Through continued retrieval of previously taught knowledge, students become increasingly independent communicators across all four language skills. This unit completes the teaching of Theme 2 and provides a secure foundation for the more sophisticated language, wider range of time frames and contemporary issues studied throughout Year 11.

Key Content / Knowledge	Topic Knowledge • Festivals and celebrations in Spain and the Spanish-speaking world • Family celebrations and special occasions • Cultural traditions and customs • Describing celebrations and events • Planning and taking part in celebrations • Comparing traditions and cultural experiences Grammar • Using the preterite to describe completed events • Sequencing events using time expressions • Further development of complex sentences using a range of conjunctions • Stem-changing verbs in the preterite tense • Prepositional pronouns • Antes de, después de, al + infinitive • Apocopation of adjectives • Retrieval and consolidation of: ◦ Present tense ◦ Present continuous ◦ Immediate future tense ◦ Simple future tense ◦ Preterite tense ◦ Comparatives and superlatives Phonics • Retrieval and consolidation of previously taught phonics to develop reading fluency, listening discrimination and accurate pronunciation. Core Curriculum Skills • Applying language in authentic cultural contexts • Translation between English and Spanish • Developing extended spoken and written responses • Describing and narrating events • Comparing cultural traditions • Retrieval of vocabulary and grammar from Themes 1 and 2 • Developing fluency and confidence across all four language skills
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Key Language / Vocabulary	Core Topic Vocabulary • la fiesta • la celebración • la tradición • el cumpleaños • la boda • la Navidad • la Semana Santa • el Día de los Muertos • el desfile • los fuegos artificiales High-Frequency Verbs and Phrases • celebrar • regalar • invitar • decorar • organizar • asistir a • pasarlo bien • reunirse • felicitar • participar en Descriptive Language • tradicional • típico/a • especial • inolvidable • divertido/a • emocionante Opinion and Linking Phrases • en mi opinión... • creo que... • para mí... • porque... • además... • sin embargo... • primero... • luego...
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	• finalmente...
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Year 11: Autumn Term (Half-Term 1)	
Spanish	
Unit of Study	Celebrity Culture Oxford Kerboodle: Unit 6.1F, 6.1H, 6.2F and 6.2H.
Why? What are we trying to achieve?	Students build upon the secure grammatical foundations established in Year 10 by applying their knowledge to the contemporary topic of celebrity culture and the influence of famous people in society. They develop the confidence to describe and compare famous people, discuss their achievements and influence, and express balanced opinions using increasingly sophisticated language across multiple time frames. Through continued retrieval of previously taught vocabulary and grammar, students communicate with greater fluency and independence, preparing them for the remaining GCSE topics and the demands of the examination.

Key Content / Knowledge	Topic Knowledge • Famous people and celebrities • Comparing well-known figures from the past and present • Celebrity culture and social media • Positive and negative influences of famous people • Role models and their contribution to society • Advantages and disadvantages of fame • Contemporary celebrity culture in Spain and the Spanish-speaking world, including the Viña del Mar Festival Grammar • The imperfect tense (full paradigm) • Suffixes- ísmo and ito • The preterite and imperfect tenses • Adjectives with ser and estar • Using three time frames • Possession with de • Soler + infinitive • Retrieval and consolidation of previously taught grammar Phonics • Consolidation and retrieval of previously taught phonics to develop reading fluency, listening discrimination and accurate pronunciation. Core Curriculum Skills • Comparing people, events and achievements • Expressing and justifying opinions using increasingly sophisticated language • Applying multiple time frames accurately • Translation between English and Spanish • Reading authentic texts for gist and detail • Developing extended spoken and written responses • Retrieval of vocabulary and grammar from Themes 1 and 2
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Key Language / Vocabulary	Core Topic Vocabulary • la fama • la celebridad • el famoso / la famosa • el modelo a seguir • las redes sociales • la carrera • los seguidores • la privacidad • los premios • la influencia High-Frequency Verbs and Phrases • llegar a ser • inspirar • apoyar • usar su fama para... • recordar • quejarse de • preferiría... • soler... • me gustaría... Descriptive Language • famoso/a • orgulloso/a • generoso/a • comprensivo/a • optimista • egoísta • perezoso/a • rico/a Opinion and Linking Phrases • en mi opinión... • que yo sepa... • a mi modo de ver... • pienso que... • opino que... • es verdad que... • porque...
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	sin embargo...
Year 11: Autumn Term (Half-Term 2)	
Spanish	
Unit of Study	Travel and Tourism Unit 7.1F, 7.1H, 7.2F and 7.2H.
Why? What are we trying to achieve?	Students build upon their knowledge of multiple time frames by applying increasingly sophisticated language to the context of travel and tourism. They develop the confidence to describe holidays, travel experiences and places of interest, discuss holiday preferences and problems, and justify opinions using a range of grammatical structures. Through regular retrieval of previously taught vocabulary and grammar, students communicate with increasing fluency and independence across all four language skills. This unit prepares students for the more contemporary topic of media and technology whilst continuing to develop the linguistic accuracy required for GCSE success.

Key Content / Knowledge	Topic Knowledge • Holiday activities and experiences • Holiday destinations and accommodation • Travel and transport • Holiday problems and unexpected events • Tourist attractions and places of interest • Past and future holidays • Cultural and geographical features of Spain and the Spanish-speaking world Grammar • The conditional tense • Irregular conditional verbs • Phrases with ir de • Possessive pronouns • The past continuous • Object pronouns • Retrieval and consolidation of: ◦ Present tense ◦ Preterite tense ◦ Imperfect tense ◦ Future tense ◦ Three time frames Phonics • Ge/gi Core Curriculum Skills • Describing and comparing holidays and travel experiences • Narrating past events and expressing future intentions • Translation between English and Spanish • Reading authentic travel texts for gist and detail • Developing extended spoken and written responses • Retrieval of vocabulary and grammar from previous units • Developing fluency and confidence across all four language skills
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Key Language / Vocabulary	Core topic vocabulary ● las vacaciones ● los sitios de interés ● la playa ● el hotel ● el equipaje ● la excursión ● una ciudad histórica ● el palacio ● el templo ● el mercado ● los recuerdos High-Frequency Verbs and Phrases ● ir de vacaciones ● viajar ● visitar ● reservar ● tomar el sol ● descansar ● ir de compras ● perder ● prestar ● pasarlo bien / mal ● ponerse enfermo/a ● me gustaría visitar... ● se puede... ● hay que... ● vale la pena... ● no se permite... Descriptive Language ● tranquilo/a ● activo/a ● histórico/a ● ideal ● local ● mis vacaciones ideales... ● el sitio ideal... Opinion and Linking Phrases
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	● me encanta... ● prefiero... ● me gusta... ● mi actividad favorita es... ● por eso... ● porque... ● lo pasé mal porque... ● fue un desastre porque... ● no puedes perder la oportunidad de...
Numeracy	Using and interpreting numerical information in practical contexts, including times, dates, prices and travel information.

Year 11: Spring Term (Half-Term 3)	
Spanish	
Unit of Study	Media and Technology Oxford Kerboodle: Unit 8.1F, 8.1H, 8.2F and 8.2H
Why? What are we trying to achieve?	Students build upon their knowledge of communication and contemporary society by exploring the role of media and technology in everyday life. They develop the confidence to discuss the impact of technology, social media and digital communication, express balanced opinions and compare past and present experiences using increasingly sophisticated language. Through continued retrieval of previously taught vocabulary and grammatical structures, students communicate with greater fluency and independence across all four language skills. This prepares students to discuss global issues and the environment in the final teaching unit before GCSE revision.

Key Content / Knowledge	Topic Knowledge • Changes in technology over time • Mobile phones, computers and digital devices • Social media and online communication • Advantages and disadvantages of technology • Using technology in everyday life • Technology of the future • Technology and communication in Spain and the Spanish-speaking world Grammar • The perfect tense • Revising numbers • Irregular past participles • The rules of stress and accents • Retrieval of object pronouns • The present subjunctive after para que and cuando Phonics • rr • h Core Curriculum Skills • Discussing the advantages and disadvantages of technology • Comparing past and present experiences • Expressing balanced opinions and justifying viewpoints • Translation between English and Spanish • Reading authentic texts for gist and detail • Developing extended spoken and written responses • Retrieval of vocabulary and grammar from previous themes • Developing fluency and confidence across all four language skills
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Key Language / Vocabulary	Core Topic Vocabulary • la tecnología • el teléfono móvil • el ordenador • la tableta • las redes sociales • Internet • la aplicación • el mensaje • la pantalla • la comunicación High-Frequency Verbs and Phrases • usar • descargar • enviar • compartir • publicar • navegar por Internet • comunicarse • chatear • conectarse • pasar tiempo en línea Descriptive Language • útil • práctico/a • moderno/a • avanzado/a • rápido/a • seguro/a • peligroso/a • adictivo/a Opinion and Linking Phrases • en mi opinión... • creo que... • pienso que... • por un lado... • por otro lado... • porque...
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	• además... • sin embargo...
Numeracy	Recognising, understanding and manipulating numbers within spoken and written Spanish.

Year 11: Spring Term (Half-Term 4)

Spanish

Unit of Study	The Environment and Where People Live Oxford Kerboodle: Unit 9.1F, 9.1H, 9.2F and 9.2H
Why? What are we trying to achieve?	Students draw together the vocabulary, grammar and communication strategies developed throughout the GCSE course to discuss environmental issues, sustainability and the local and global environment. They develop the confidence to express informed opinions, make recommendations and discuss actions that individuals, communities and governments can take to protect the planet. Through continued retrieval of previously taught language and increasingly independent use of a range of grammatical structures, students complete the taught GCSE curriculum and are well prepared for focused revision and examination practice.

Key Content / Knowledge	Topic Knowledge • The local area and where people live • Environmental issues and global challenges • Climate change and pollution • Recycling and sustainability • Protecting the environment • Actions taken by individuals, communities and governments • Biodiversity and the natural environment in Spain and the Spanish-speaking world Grammar • Talking about the weather • Adverbs of place • Using desde hace with the present tense • Lo que; el que; la que; los que; las que • Retrieval and application of the preterite (including first person singular forms) • The imperative • Acabar de + infinitive • Retrieval and consolidation of: ◦ Present tense ◦ Perfect tense ◦ Preterite tense ◦ Imperfect tense ◦ Future tense ◦ Conditional tense ◦ A range of complex structures Phonics • Tu • V
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Key Language / Vocabulary	Core Topic Vocabulary • el medio ambiente • la contaminación • el cambio climático • el reciclaje • la naturaleza • los bosques • el transporte público • la biodiversidad • la energía • los residuos High-Frequency Verbs and Phrases • reciclar • proteger • reducir • reutilizar • ahorrar • contaminar • usar • acabar de... • hay que... • se debe... Descriptive Language • ecológico/a • sostenible • limpio/a • contaminado/a • renovable • responsable Opinion and Linking Phrases • en mi opinión... • creo que... • pienso que... • es importante... • porque... • además... • por eso...
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	• para proteger...
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Year 11: Summer Term (Half-Term 5)	
Spanish	
Unit of Study	GCSE Revision and Examination Preparation
Why? What are we trying to achieve?	Students consolidate and refine the knowledge, vocabulary and grammatical structures developed throughout the GCSE course. Through systematic retrieval, targeted intervention and regular examination practice, students develop confidence, accuracy and fluency across listening, speaking, reading and writing. This final phase of the curriculum enables students to identify and address gaps in knowledge whilst refining examination technique and applying their language skills independently in preparation for the AQA GCSE examinations.

Key Content / Knowledge	Topic Knowledge • Retrieval of vocabulary from all GCSE themes • Retrieval of cultural knowledge from across the course • Consolidation of topic-specific language • Application of vocabulary across familiar and unfamiliar contexts Grammar • Retrieval and consolidation of all GCSE grammar, including: ◦ Present tense ◦ Present continuous ◦ Perfect tense ◦ Preterite tense ◦ Imperfect tense ◦ Future tense ◦ Conditional tense ◦ Imperative ◦ Reflexive verbs ◦ Comparatives and superlatives ◦ Negatives ◦ Common irregular verbs ◦ Complex sentence structures Phonics • Retrieval and consolidation of all previously taught phonics to support accurate pronunciation, decoding, listening discrimination and reading fluency. Core Curriculum Skills • Retrieval practice across all themes • Translation between English and Spanish • Listening examination preparation • Reading examination preparation • Speaking examination preparation • Writing examination preparation • Application of grammar in a range of contexts • Developing fluency, accuracy and independence across all four language skills
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Key Language / Vocabulary	Core Topic Vocabulary • Retrieval and application of high-frequency vocabulary from all GCSE themes. High-Frequency Verbs and Phrases • Retrieval and application of high-frequency verbs and structures from across the GCSE course. Descriptive Language • Retrieval and application of descriptive language from all GCSE themes. Opinion and Linking Phrases • Retrieval and application of opinion phrases, justification and complex linking language from across the GCSE course.
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Year 11: Summer Term (Half-Term 6)	
GCSE EXAM SEASON	
Unit of Study	
Why? What are we trying to achieve?	
Key Content / Knowledge	
Key Language / Vocabulary	