

More Able Students at TMWS

As part of stretching and challenging our more able students I would like to set up a super curriculum that allows these students to work beyond our curriculum taught in school

A super-curriculum is important because it can represent all those opportunities to develop depth and breadth of learning which extend beyond what the curriculum requires. It finds many forms: clubs and societies, national and international competitions, visiting speakers and festivals, study tours, independent research projects, and blogs. It enables pupils to develop specialist knowledge in areas that already seize their interest, but it can also inspire curiosity about areas previously unknown and unventured.

Universities and employers are showing increasing interest in pupils' super-curricular profiles. They recognise the need for specialism with breadth, and the flexibility that this implies. In an age in which information can be instantaneously available, other aspects of lifelong learning are becoming key: young people's sense of curiosity and their readiness to make intellectual connections; their ability to think creatively and critically; their confidence to collaborate and communicate.

For each department and running alongside your curriculum I would like you to plan a parallel super curriculum to promote the interest and curiosity of our more able students. I would like you to plan an extension activity per half term that our more able students can be directed to.

The activities can be broad and can take many forms: reading, watching, listening, attending, participating, researching, discovering, creating, following or entering. This is an opportunity to signpost students to some of the many resources we get sent that they can in their own time access and spend their own time on.

Subject MFL – Spanish	Y7
Spring Term 1	Spring Term 2
LISTEN- Listen to the audio file about the "Adams Family" and complete the tasks on the word document. You can submit ALL your work in the " My onw Super Curriculum Work" document.	READ - Immerse yourself in different countries and different schools. Learn about their school day, their subjects and their timetable. Documents with the same number are meant to be use together e.g. all documents with number 2 around an interview to a Colombian and a Peruvian student. Document 2.1 has two documents, a magazine article and the audio that goes with it. Documents with a 3 are about Cuban schools and documents with a 4 are about Spanish schools
	Y8
Spring Term 1	Spring Term 2
WATCH and Read- Explore different places in the Spanish world. (Easter Island and Galapagos Island) If you want you can complete the tasks and submit them in "My own Super Curriculum" document. Documents with the same number are meant to be explored together.	READ- About Exploring the Islamic influence on Spanish culture and language and answer the questions on page 10 and complete the comprehension activities page 11-13.
	Y9

Spring Term 1	Spring Term 2
READ- About Celebrating LGBT+ history and inclusivity in languages and complete the activities through the article.	READ- You will find a variety of listening and reading activities where most listening tasks have a transcript. There are about relationships, emotion and Maradonna. All activities have a short task that you can submit on "My own Super Curriculum" document.
	Y10
Spring Term 1	Spring Term 2
READ- Read and listen the article about the coral reef of Belize. Have a go at the writing task in Spanish or write a summary of what you heard/read in English.	READ- Listen, read, watch and learn about one of Barcelona's most famous artists; Antoni Gaudi. What inspired him?
	Y11
Spring Term 1	Spring Term 2
RESEARCH- Go to https://www.un.org/es/climatechange/cop26 find a topic you are interested in in English, and then change the page to Spanish. Create a Poster of your findings in Spanish and English.	WATCH- Spanish Extra https://www.youtube.com/watch?v=mcwp8_dhgCU and describe the relationship and personality of the characters in Spanish.
	Y7
Summer Term 1	Summer Term 2
READ- And listen. Read the articles and Explore different neighbourhoods and towns. Complete the questions about them.	RESEARCH- Go on Google Maps and Research a Spanish speaking town or city make a fact file, podcast or video about it showing the different shops and business and what are they called in Spanish.
	Y8
Summer Term 1	Summer Term 2
READ – and listen. Learn about some endangered species and habitats. Answer the true or false questions on the second page of the magazine.	RESEARCH- Plan a beach holiday in Andalucía. Make a leaflet of the things you are going to visit, the accommodation, the food and how you will travel.
	Y9
Summer Term 1	Summer Term 2
READ- You will find a variety of listening and reading activities where most listening tasks have a transcript. There are about relationships, emotion and Maradonna. All activities have a short task that you can submit on "My own Super Curriculum" document.	RESEARCH - a famous Spanish sportsperson and present your findings to your class.
	Y10
Summer Term 1	Summer Term 2

RESEARCH- Go on Google Maps and Research a Spanish speaking town or city make a fact file, podcast or video about it showing the different things there are in the town/city, what you can do there, what is there for young people and tourist.	RESEARCH- Plan a week's holiday in the Basque Country and work out an itinerary.
	Y11
Summer Term 1	Summer Term 2
N/A	N/A