

SJBC Curriculum Termly Plan: 10 PORTUGUESE

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Identity and Culture: Daily Life Rotinas diárias Experiências de vida</p> <p>Identity and Culture: Who am I? Caracterizar pessoas A amizade e A vida em família</p>	<p>As the GCSE exam gets closer, the Knowledge has to be directed exclusively to the Specification and its content. Y10 starts with Daily Life and recovering vocabulary and structures about routines and everyday actions: school, life at home, activities in the area, shopping, friends, etc... This time round students are expected to go deeper, present their opinion, justify their choices and make suggestions. Next, students will describe people and places in a more detailed way: they will enable more detailed descriptions in result of the appropriation of more detailed vocabulary and structures that will help them to be more precise. Friend and family and life with friends and family time will allow a confirmation of how important family and friends are. Class activities will help remember and consolidate the knowledge of the structures worked in previous years.</p>	<ul style="list-style-type: none"> • Atividades quotidianas: Ir à escola, ir ao cinema, ler, ouvir música... • Características Psicológicas: Inteligente, ciumento, comunicativo novo... • Características Físicas: Alto, baixo, loiro, moreno, corajoso, ativo... • Expressar desejos: Quem me dera, eu gostaria de, ... • Problemas do dia-a-dia: Estou a pensar em..., quero, vou fazer ... 	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>
Autumn 2	<p>Future Aspirations, study and work Problemas profissionais A tecnologia Rotinas profissionais A escola e a universidade</p>	<p>We carry on learning jobs and careers and reflecting the pros and cons of working, evaluating the positives and the negatives, taking stands and presenting suggestions. We will discuss school and universities and promising it can be to carry on studying.</p> <p>Along with the Theme development, students will be encouraged to use progressively, some complex structures and more complex vocabulary which will help him shine in the exam.</p>	<ul style="list-style-type: none"> • Profissões: Juiz, advogado, médico, mecânico, pintor... • Problemas profissionais: Rotina, aborrecido, patrão, funcionário... • Tecnologia: Inteligência Artificial, Internet, teletrabalho, • Informática: Rato, teclado, ficheiro, email, correio eletrónico, corretor automático... • Rotinas profissionais: Deslocação de e para trabalho, transportes públicos, muito/pouco tempo... • Estudos: Escola primária, escola básica, escola secundária Faculdade, universidade... 	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>

<p>Spring 1</p>	<p>Identity and Culture: Family Life Problemas familiares Identity and Culture: Daily Life Social media e tecnologia</p>	<p>As the GCSE exam gets closer, the Knowledge has to be directed exclusively to the Specification and its content. This term, Y10 starts with Identity and Culture. Dealing with Family Life and then Daily Life, students will recover some vocabulary, will learn some more. Brainstorming activities at the beginning of each topic will help coming to terms with the vocabulary needed. Again, students are expected to go deeper, present their opinion, justify their choices and make suggestions on the topic.</p> <p>Next, students will reflect about the use of social media describe people and places in a more detailed way: they will be able to reflect on the use they do of technology and think about technology in the future and how much is mankind going to rely on it. Behind this, is raising awareness for a balanced use of technology, avoiding extremes.</p>	<ul style="list-style-type: none"> • Expressar desejos: Quem me dera, eu gostaria de ... • Expressar Opiniões: A meu ver, Na minha opinião, Eu acho/penso que... • Atividades Domésticas: varrer o chão, engomar, fazer a cama.... • Problemas do dia-a-dia: Estou a pensar em..., quero, vou fazer ..., mudar de vida, de carreira, de vida... • Tecnologia: Inteligência Artificial, Internet, teletrabalho... computador em ambiente de trabalho...ficheiro, pasta, impressora, internet.... 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>
<p>Spring 2</p>	<p>Future Aspirations, study and work Rotinas profissionais</p> <p>Ambitions: Further studies A escola e a universidade</p>	<p>After half term, students will go back to jobs and careers, and work wise routines. We carry on learning jobs and careers and reflecting the pros and cons of working, assessing the positives and the negatives on jobs, taking stands and presenting suggestions. We will discuss school and universities and promising it can be to carry on studying.</p> <p>Along with the Theme development, students will be encouraged to use progressively, some complex structures and more complex vocabulary which will help students shine in the exam, expressing themselves using different time frames,</p>	<ul style="list-style-type: none"> • Problemas profissionais: Rotina, aborrecido, patrão, funcionário... • Informática: Rato, teclado, ficheiro, email, correio eletrónico, corretor automático... • Rotinas profissionais: Deslocação de e para trabalho, transportes públicos, muito/pouco tempo... • Mundo laboral: carteiro, contabilista, veterinário, cozinheiro.. • Disciplinas Escolares: Química, Biologia, Matemática, História... • Estudos: Escola primária, escola básica, escola secundária Faculdade, universidade... 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>

SJBC Curriculum Termly Plan: 11 PORTUGUESE

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Local Area, Holiday and Travel Férias e destinos de férias Festas e tradições locais</p> <p>International and Global Dimension A vida na cidade: aspetos positivos e negativos</p>	<p>As the GCSE exam gets closer, content is obviously directed to the Specification. Y11 starts with Holidays and Local Area traditions which will allow to recover vocabulary and structures from year 10. This time round students are expected to go deeper, present their opinion, justify their choices, use different tenses and make suggestions. Next, students will describe International and Global Dimension, reflecting about life in the big cities and all the environmental issues: they will enable more detailed descriptions in result of the appropriation of more detailed vocabulary and structures that will help them to be communicate in a more complete way. Class activities will help remember and consolidate the knowledge of the structures worked in previous years.</p>	<ul style="list-style-type: none"> • Atividades turísticas <ul style="list-style-type: none"> ○ Férias, hotel, campismo, alugar, reservar... • Pedido de informação <ul style="list-style-type: none"> ○ Podia / poderia... gostaria de... por favor... • Os cinco sentidos <ul style="list-style-type: none"> ○ Audição, visão, olfato, gosto, tato • Vida e problemas urbanos <ul style="list-style-type: none"> ○ Transporte público, trânsito, concentração de pessoas, violência, criminalidade, poluição, violência, falta de estacionamento ... 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>
Autumn 2	<p>International and Global Dimension A poluição e a reciclagem Preocupações ambientais Identity and Culture: Cultural Life A capital portuguesa: Lisboa</p>	<p>We carry on discussing the environmental issues that come from living in big cities. From there, the work will be centered about the pollution and recycling and reflecting the environmental worries, evaluating the positives and raising awareness of the negatives and what mankind is doing to the planet. Students are expected to use the specific vocabulary, to take a stand and to present suggestions.</p> <p>Christmas is coming and we move to a more cultural theme: the Christmas traditions and Life in the Portuguese capital.</p> <p>Along with the Theme development, students will be encouraged to use progressively, some complex structures and more complex vocabulary which will help him shine in the exam.</p>	<ul style="list-style-type: none"> • Poluição e Reciclagem <ul style="list-style-type: none"> ○ Poluir, reciclar, reutilizar, separar o lixo, destruir, ecologia... • Preocupações ambientais <ul style="list-style-type: none"> ○ O meio ambiente, o degelo, esforço coletivo, efeito estufa, proteção do keio ambiente... • Espaços urbanos <ul style="list-style-type: none"> ○ Cidade, ruas, avenidas largas e estreitas, zonas modernas e zonas históricas • Espaços turísticos <ul style="list-style-type: none"> ○ Atração, monumento, típico, tradicional, igreja, mosteiro, elevador, centro da cidade... 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>

<p>Spring 1</p>	<p>Identity and Culture: Cultural Life -A capital portuguesa: Lisboa (part 2) - Reading Local Area, Holidays and Travel Experiences</p>	<p>As the GCSE exam gets even closer, content is obviously directed to the Specification. Y11 starts with Cultural Life related to the capital of Portugal, which will allow, on one hand, to recover vocabulary and structures from year 10 and, on the other, to apprehend some new expressions that will enrich their enunciations. Grammatically, these units are dominated by the use of the Simple Future and its oral and written forms. As usual, students are expected to go deeper in complexity, presenting their opinion, justifying their choices, using different tenses and making suggestions. Next, students will assist to an audio murder and will be able to describe and discover the murderer. Simple deductive reasoning will be made to find the murderer. Grammatically, students will use the Passive Voice and the past tense timeframe to describe events.</p>	<ul style="list-style-type: none"> • Cultura Portuguesa: Espaços urbanos <ul style="list-style-type: none"> ○ Cidade, ruas, avenidas largas e estreitas, zonas modernas e zonas históricas, monumentos, Calçada, Lisboa, Alfama, Docas,... • Pedido de informação <ul style="list-style-type: none"> ○ Podia / poderia... gostaria de... por favor... • Materiais, objetos e Invenções <ul style="list-style-type: none"> ○ madeira, vidro, plástico... • Livros/Leitura: <ul style="list-style-type: none"> ○ Crime, mistério, ficção científica, drama, teatro..... ○ Personagem, testemunho, circunstâncias,... 		<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>
<p>Spring 2</p>	<p>Local Area, Holidays and Travel Town, region and country: weather</p> <p>International and global dimension Campaigns and good causes</p>	<p>After Half term, we are reflecting about the weather and the natural phenomenon that seem to be, unfortunately, more frequent. Besides revising specific vocabulary, already introduced to the students, new one will be introduced regarding the topics. Students are encouraged to use it freely and to complexify their enunciations on the subject, with use of some Time Expressions. From there, the work will be centered about animal species in danger and to discuss ways to protect nature. Students are expected to use the specific vocabulary, to take a stand and to present suggestions. Along with the Theme development, students will be encouraged to use progressively, some complex structures and more complex vocabulary which will help them shine in the exam.</p>	<ul style="list-style-type: none"> • Preocupações ambientais <ul style="list-style-type: none"> ○ O meio ambiente, o degelo, esforço coletivo, efeito estufa, proteção do meio ambiente... • Tempo meteorológico <ul style="list-style-type: none"> ○ Amanhã, na próxima semana, tempo, clima, céu • Proteção dos animais <ul style="list-style-type: none"> ○ Animal selvagem Extinção, Habita, Espécie, poluição conservação, Desmatamento, rinoceronte panda elefante preservação 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese Music in Portuguese</p>