



Subject: Spanish Year 10 Overview 2020/21

Key content – knowledge and skills	GCSE focus
<p>Each half term will focus on a new GCSE unit.</p> <p><u>Autumn 1:</u> Students will study about holiday activities and preferences. They will look at using the formal register to book accommodation, and dealing with problems. Students will then study using a range of tenses to talk about holidays.</p> <p><u>Autumn 2:</u> Students will study the language needed for talking about school subjects and teachers; describing school facilities, school uniform and the school day. They will look at school rules and problems. Students will then explore the language needed to talk about school exchanges; activities and achievements.</p> <p><u>Spring 1:</u> Students will study relationships with family and friends. They will talk about social networks. They will then explore the vocabulary required for describing people, and talking about friends and family.</p> <p><u>Spring 2:</u> Students will talk about sports. They will look at what's trending and different types of entertainment. Students will also talk about who inspires them.</p> <p><u>Summer 1:</u> Students will study the features of a region. They will look at the geography of Spain, and will then study the language needed to talk about problems in a town.</p> <p><u>Summer 2:</u> Students will spend 3 weeks revising the GCSE content they have learnt/catching up on missed content in preparation for their end of year exams. They will also consolidate grammatical rules and conjugating verbs in a range of tenses in the final weeks of the term.</p>	<p><u>Theme 1: Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism</u> AO2: Speaking discussing a stimulus (photo) AO4: Writing – communicate in writing: a <u>translation</u> from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher</p> <p><u>Theme 3: Theme 3: Current and future study and employment - Topic 2: Life at school/college</u> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking discussing a stimulus (photo level)</p> <p><u>Theme 1: Identity and culture - Topic 1: Me, my family and friends</u> AO2: Speaking – communicate and interact effectively in speech through role play AO4: Writing – communicate in writing: an <u>open-ended writing</u> task in Spanish (approximately 90 words at foundation level and 150 words at higher level).</p> <p><u>Theme 1 : Identity and culture - Topic 3: Free-time activities</u> AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation). AO3: Reading – understand and respond to different types of written language.</p> <p><u>Theme 2: Local, national, international and global areas of interest – Topic 1: Home, town, neighbourhood and region.</u> AO3: Reading – understand and respond to different types of written language.</p> <p><u>Revision for end of year reading & writing exams; grammar practice and consolidation</u> AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing: a <u>structured writing</u> task in Spanish (approximately 40 words at foundation level and 90 words at higher level)</p>
Key assessment points	
<p>The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none">• AO1: Listening – understand and respond to different types of spoken language. [Aut2]	



- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Aut1&2; Spr1&2]**
- AO3: Reading – understand and respond to different types of written language) **[Spr2; Sum1&2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks:
 - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level) **[Sum2]**
 - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level) **[Spr1]**
 - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level)**[Aut]**

Each skill will account for 25% of total GCSE marks.

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



Subject: Spanish Year 10
Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	M1 U1 ¿Qué haces en verano? (What you do in summer; present tense; listening to identify the person of the verb)
Aut1-2		M1 U2 ¿Cómo prefieres pasar las vacaciones? (Holiday preferences; verbs of opinion for people; percentages)
Aut1-3		M1 U3 ¡Destino Barcelona! (What you did on holiday; preterite tense; different structures to give opinions)
Aut1-4		M1 U4 ¿Cómo era? (Describing where you stayed; imperfect tense; working out the meaning of new words)
Aut1-5	October	M1 U5 Quisiera reservar... (Booking accommodation, dealing with problems; used; questions to form answers)
Aut1-6		M1 U6 Mis vacaciones desastrosas (account of holiday in the past; three tenses together; positive/negative opinions)
Aut1-7		M1 Revision and Assessment – Speaking, writing
		Half term holiday
Aut2-1	November	M2 Punto de partida 1/2 (Opinions about school subjects; school facilities; school uniform, the school day; adjectives)
Aut2-2		M2 U1 ¿Qué tal los estudios? (Subjects and teachers; comparatives, superlatives; justifying opinions)
Aut2-3		M2 U2 ¡Mi nuevo insti! (Describing your school; negatives; comparing then and now; imperfect and present tenses)
Aut2-4		M2 U3 ¡Está prohibido! (School rules and problems; phrases + infinitive; harder listening exercises)
Aut2-5		M2 U4 ¡Destino Zaragoza! (Plans for a school exchange; near future tense; asking and answering questions)
Aut2-6	December	M2 U5 Mis clubs y mis éxitos (Activities and achievements; object pronouns; how long you've been doing something)
Aut2-7		M2 Revision and Assessment- listening, speaking
		Christmas holiday
Spr1-1	January	M3 U1 Mis aplicaciones favoritas (Social networks; para with infinitives; extending responses by referring to others)
Spr1-2		M3 U2 ¿Qué estás haciendo? (Making arrangements; the present continuous; improvising dialogues)
Spr1-3		M3 U3 Leer es un placer (Reading preferences; range of connectives; recognise similar ideas expressed differently)
Spr1-4		M3 U4 Retratos (Describing people; ser and estar; more detailed descriptions; listening for negatives; símiles)
Spr1-5		M3 U5 Relaciones (Friends and family; range of relationship verbs; present and past; reflexive verbs)
Spr1-6	February	M3 Revision and Assessment – speaking, writing
		Half term holiday
Spr2-1	March	M4 U1 ¿Qué sueles hacer? (What you usually do; soler + infinitive; identifying correct statements about text)
Spr2-2		M4 U2 ¡Fanático del deporte! (Talking about sports; the imperfect tense; listening for different tenses)
Spr2-3		M4 U3 #Temas del momento (What's trending; the perfect tense; words which have more than one meaning)
Spr2-4		M4 U4 En directo (Types of entertainment; algunos/ ciertos/ otros/muchos/demasiados; adapt model dialogue)
Spr2-5		M4 U5 Modelos a seguir (Who inspires you; using a range of past tenses; dates; referring to different years)
Spr2-6		M4 Revision and Assessment – speaking, reading



	April	Easter holiday
Sum1-1	May	M5 U1 ¿Cómo es tu zona? (Describe features of a region; se puede, se pueden; asking/responding to questions) M5 U2 ¿Qué haremos mañana? (Planning what to do; future tense; the geography of Spain; si + present, + future) M5 U3 De compras (Shopping for clothes and presents; using demonstrative adjectives; explaining preferences) M5 U4 Los pros y los contras de la ciudad (Problems in a town; tan and tanto; antonyms; the conditional) M5 U5 ¡Destino Arequipa! (Describing a visit in the past; using different tenses together; idioms) M5 Revision and Assessment – reading
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	June	Missed Content Catch Up Grammar Consolidation Skills Work/Exam-style practice
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	Revision and Assessment (reading, writing, speaking mock exams)
Sum2-6	July	
Sum2-7		

Spring half term 1

- V3M3 U1 ¿Llevas una dieta sana? (Talking about diet; using negatives; expressions of frequency)
- V3M3 U2 ¡Preparados, listos, ya! (Talking about an active lifestyle; using stem-changing verbs)
- V3M3 U3 ¿Cuál es tu rutina diaria? (Talking about your daily routine; using reflexive verbs)
- V3M3 U4 ¡Me duele todo! (Talking about ailments; using different verbs to describe illness: me duele(n), ser and estar)
- V3M3 U5 ¡Muévete! (Talking about getting fit; using se debe/no se debe)
- V3M3 U6 Mi rutina diaria (Developing a conversation about fitness and routine; creating interesting sentences)
- M3 Revision and Assessment

Spring half term 2

- V3M4 U1 Niños del mundo (Talking about children's lives; using the he/she form of verbs in the present tense)
- V3M4 U2 Mis derechos (Talking about children's rights; using the verb poder)
- V3M4 U3 ¿Cómo vas al insti? (Talking about journeys to school; using the comparative)
- V3M4 U4 ¡Un mundo mejor! (Talking about environmental issues; using the 'we' form of verbs in the present tense)
- V3M4 U5 Writing skills: Recaudamos dinero (Writing about raising money for charity; looking up verbs in a dictionary)
- V3M4 U6 Solidarios (Reading about world issues; using questions and general knowledge to work out meaning)
- M4 Revision and Assessment

Summer half term 1

- V3M5 U1 ¡Mucho gusto! (Meeting and greeting people; using expressions with tener)
- V3M5 U2 La caza del tesoro (Talking about a treasure hunt; using the superlative)
- V3M5 U3 Mi día favorito (Describing a day trip; using the preterite tense of irregular verbs)
- V3M5 U4 En la tienda de recuerdos (Discussing buying souvenirs; using tú and usted; the comparative)