



Subject: Spanish

Year 10 Overview 2020/21

Year 10

The Connected Curriculum

Spanish language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.

English

Sound understanding and knowledge of word classes are fundamental to pupil progress in Spanish. Pupils understand, recognise, use and engage in regular discussion around: spelling (in Spanish and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/reflexive/conjugations in the present, past (preterite) and future tenses)), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine).

As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas, opinions (with justifications), comparatives and superlatives. Pupils also distinguish between language used for formal and informal situations. Students will explore the language needed to add interest when narrating a story.

Maths

In the spring term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when talking about what's trending and different types of entertainment.

Computing

In the spring term students will talk about social networking sites and e-safety.

Drama

Students will create and perform role plays to complete their speaking assessments in the summer term

Geography

In the autumn term students will revisit and expand on language used to talk about holiday destinations across the world, and preferences. In the summer term 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.

Key content – knowledge and skills

Each half term will focus on a new GCSE unit.

Autumn 1:

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.

Autumn 2:

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.

Spring 1:

GCSE focus

Theme 1: Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism

AO4: **Writing** – communicate in writing: a translation from English to Spanish (a minimum of 35 words at foundation level and 50 words at higher

Theme 3: Theme 3: Current and future study and employment - Topic 2: Life at school/college

AO1: **Listening** – understand and respond to different types of spoken language.
AO2: **Speaking** discussing a stimulus (photo level)

Theme 1: Identity and culture - Topic 1: Me, my family and friends



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.

Spring 2:

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.

Summer 1:

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.

Summer 2:

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.

AO4: **Writing** – communicate in writing: an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level).

Theme 1 : Identity and culture - Topic 3: Free-time activities

AO3: **Reading** – understand and respond to different types of written language.

Theme 2: Local, national, international and global areas of interest – Topic 1: Home, town, neighbourhood and region.

AO2: **Speaking** – communicate and interact effectively in speech through role play.

AO3: **Reading** – understand and respond to different types of written language.

Revision for end of year reading & writing exams: grammar practice and consolidation

AO2: **Speaking** – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation).

AO4: **Writing** – communicate in writing: a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)

Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- 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) **[Aut2; Sum1&2]**
- AO3: Reading – understand and respond to different types of written language) **[Spr2; Sum1]**
- 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 English to Spanish (a minimum of 35 words at foundation level and 50 words at higher level)**[Aut1]**

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

Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.



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 encourage positive discussions around language, prompted by questions such as:

- In what way does my language define me?
- How does language unite or divide us?
- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to Spanish-speaking countries; many of which 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 2020/21

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 – 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; similes)
Spr1-5		M3 U5 Relaciones (Friends and family; range of relationship verbs; present and past; reflexive verbs)
Spr1-6	February	M3 Revision and Assessment – 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 – reading



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

Subject: Spanish Y10 2020/21

Unit: ¡Viva! AQA Módulo 1: ¡Desconéctate! (GCSE theme : Local, national, international and global areas of interest)

Medium-term plan: Autumn 1

Year 10 Autumn Half Term 1	¡Viva! AQA Unit number and title	Learning Intentions/Key Questions/language Grammar		Learning goals for students/ content to cover	Suggested activities/resources and differentiation
Week 1	<p><i>Unidad 1</i> pp. 8–9 <i>¿Qué haces en verano?</i></p> <p>(Parts of <i>Punto de partida</i> pp. 6-7 could be used as a starter)</p>	<p>Saying what you do in summer Using the present tense Listening to identify the person of the verb</p>	<p>Present tense of regular verbs and irregular verb ser Adding variety to what you say Listening for verb endings as clues: -o (I), -s (you), -mos (we), -n (they)</p>	<p><i>norte / noreste / este / sureste / sur / suroeste oeste / noroeste</i> <i>En verano / invierno...</i> <i>chateo en la red</i> <i>cocino para mi familia</i> <i>descargo canciones</i> <i>escribo correos</i></p>	<p>Front-of-class p. 008 Translation into Spanish worksheet p. 008 Grid worksheet p. 008 Grammar presentation Homework Listening Grammar Vocabulary</p>
Week 2	<p><i>Unidad 2</i> pp. 10–11 <i>¿Cómo prefieres pasar las vacaciones?</i></p>	<p>Talking about holiday preferences Using verbs of opinion to refer to different people Understanding percentages</p>	<p>Using verbs of opinion: <i>gustar, encantar, chiflar, molar, apasionar, flipar</i> Referring to other people's opinions Using connectives: <i>dado que, puesto que, ya que</i> Giving reasons for activities you do by referring to your wider interests Understanding percentages</p>	<p><i>Soy adicto/a a...</i> <i>Soy un(a) fanático/a de...</i> <i>ya que / dado que / puesto que</i> <i>Prefiero...</i> <i>Me gusta...</i> <i>Me encanta / Me mola / Me chifla / Me flipa / Me apasiona...</i> <i>No me gusta (nada)...</i> <i>Odio...</i></p>	<p>Front-of-class p. 010 Grammar presentation p. 011 Grammar presentation Homework Listening Vocabulary</p>



			Present tense of stem changing verbs: <i>preferir, tener</i> and <i>ir</i>		
Week 3	<i>Unidad 3</i> pp. 12–13 <i>iDestino Barcelona!</i>	Saying what you did on holiday Using the preterite tense Using different structures to give opinions	Preterite tense of regular verbs and irregular verbs <i>ser</i> and <i>ir</i> Listening for ways to give opinions about the past Listening for and using examples of sequencers (<i>primero, luego, más tarde, después, finalmente</i>) and opinion phrases (<i>lo mejor/peor</i>) Verbs in the 'we' form	<i>¿Cuándo visitaste Barcelona?</i> <i>Hace una semana / un mes / un año...</i> <i>Hace dos semanas / meses / años...</i> <i>¿Qué fue lo mejor de tu visita?</i> <i>Lo mejor fue cuando...</i> <i>vi un partido en el Camp Nou. fui al acuario.</i> <i>aprendí a hacer vela.</i> <i>visité el Park Güell.</i> <i>¿Qué fue lo peor de tu visita?</i> <i>Lo peor fue cuando...</i>	Front-of-class p. 012 Grid worksheet p. 012 Grammar presentation Homework Listening Reading Vocabulary
Week 4	<i>Unidad 4</i> pp. 14–15 <i>¿Cómo era?</i>	Describing where you stayed Using the imperfect tense Working out the meaning of new words	Imperfect tense of <i>estar, tener, ser, haber</i> Using <i>ser</i> or <i>estar</i> in the imperfect for descriptions in the past Varying your language while speaking	<i>Lo bueno / Lo malo (del pueblo / de la ciudad) era que...</i> <i>era...</i> <i>demasiado</i> <i>muy</i> <i>bastante</i> <i>animado/a, antiguo/a</i> <i>No tenía / había...</i> <i>mucho ambiente / tráfico / que hacer</i> <i>mucha contaminación / gente</i>	Front-of-class p. 014 Reading literary and cultural texts worksheet p. 014 Grammar presentation p. 015 Video + Video worksheet Homework Listening Vocabulary
Week 5	<i>Unidad 5</i> pp. 16–17 <i>Quisiera reservar...</i>	Booking accommodation and dealing with problems Using verbs with <i>usted</i> Using questions to form answers	Question words: <i>Cuándo / cuánto / a qué hora</i> Using questions to form answers Using <i>usted</i> in formal situations	<i>Habitación individual / doble con dos camas / cama de matrimonio</i> <i>con / sin balcón</i> <i>con vistas al mar</i>	Front-of-class p. 016 Speaking skills worksheet p. 017 Grid worksheet Homework



				<i>con desayuno incluido / media pensión / pensión completa</i> <i>Quiero quejarme</i>	Listening Vocabulary
Week 6	<i>Unidad 6</i> pp. 18–19 <i>Mis vacaciones desastrosas</i>	Giving an account of a holiday in the past Using three tenses together Identifying positive and negative opinions	Using three tenses together (present, preterite, imperfect) Identifying positive and negative opinions (while listening)	<i>Por desgracia</i> <i>Por un lado... por otro lado...</i> <i>Por lo general</i> <i>Por un lado... por otro lado</i> <i>Sin embargo</i> <i>Por eso</i> <i>El primer / último día...</i> <i>Al día siguiente...</i> <i>Tuve que...</i> <i>llamar a un mecánico</i> <i>Perdí... / Perdimos...</i> <i>el equipaje, la cartera</i>	Front-of-class p. 018 Translation into English worksheet p. 018 Grammar presentation Homework Listening Reading Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none">• Pupil Book pp. 26-27 <i>iPalabras!</i>• Pupil Book pp. 182-183 <i>iA repasar!</i>• Assessment Pack End of Module 1 tests - speaking, writing				



Subject: Spanish Y10 2020/21

Unit: ¡Viva! AQA Módulo 2: Mi vida en el insti (GCSE theme : School)

Medium-term plan: Autumn 2

Year 9 Autumn Half Term 2	¡Viva! 3 Rojo Unit number and title	Learning Intentions/Key Questions/language Grammar		Learning goals for students/ content to cover	Suggested activities and differentiation
Week 1	<i>Punto de partida 1/2</i> pp. 28–31	Giving opinions about school subjects Describing school facilities Describing school uniform and the school day Using adjectives	Opinion verbs: <i>interesar, odiar, preferir</i> Adjectival endings for colour Talking about when you do things	<i>(no) me gusta(n)</i> <i>(no) me encanta(n)</i> <i>(no) me interesa(n)</i> <i>el francés, la geografía, los idiomas, las empresariales</i> <i>porque es / son...</i> <i>práctico/a/os/as</i> <i>creativo/a/os/as</i> <i>aburrido/a/os/as</i> <i>Lo bueno / malo es que...</i> <i>Lo mejor / peor es que...</i> <i>Llevo / Llevamos...</i> <i>Tengo / Tenemos que llevar...</i> <i>un jersey (de punto)</i> <i>un vestido</i> <i>una camisa</i> <i>una camiseta</i> <i>una chaqueta (a rayas)</i>	Front-of-class p. 030 Grammar presentation p. 030 Grid worksheet
Week 2	<i>Unidad 1</i> pp. 32–33 <i>¿Qué tal los estudios?</i>	Talking about subjects and teachers Using comparatives and superlatives Justifying opinions using a range of language	Comparatives and superlatives Giving reasons in your answers	<i>¿Qué asignaturas (no) te gustan?</i> <i>Mi profesor(a) / profe...</i> <i>enseña bien</i> <i>explica bien</i> <i>tiene buen sentido del humor</i> <i>tiene expectativas muy altas</i> <i>me hace pensar</i> <i>crea un buen ambiente de trabajo</i> <i>nos da consejos / estrategias</i>	Front-of-class p. 032 Grammar presentation p. 033 Video + Video worksheet



Week 3	<i>Unidad 2</i> pp. 34–35 <i>¡Mi nuevo insti!</i>	Describing your school Using negatives Comparing then and now	Negatives: <i>nada, nadie, ni... ni..., ningún, nunca, tampoco</i> Imperfect and present tenses for comparing then and now	<i>(En) Mi escuela primaria / Mi insti...</i> <i>(no) había / hay</i> <i>(no) tenía / tiene</i> <i>(una) piscina</i> <i>(un) polideportivo</i> <i>pizarras (interactivas)</i> <i>aulas de informática</i> <i>exámenes / deberes</i> <i>uniforme</i>	Front-of-class p. 034 Reading literary and cultural texts worksheet p. 034 Grammar presentation p. 035 Grid worksheet Homework Listening Grammar Vocabulary
Week 4	<i>Unidad 3</i> pp. 36–37 <i>¡Está prohibido!</i>	Talking about school rules and problems Using phrases followed by the infinitive Tackling harder listening exercises	Verbs with an infinitive Applying pronunciation patterns Speaking more expressively by using exclamations: <i>¡Qué va!, ¡Qué horror!</i> Listening skills: dealing with distractors; hearing things in different words to the ones on the page	<i>¿Cuáles son las normas de tu insti?</i> <i>(No) Se debe... / No se permite...</i> <i>Está prohibido...</i> <i>usar el móvil en clase</i> <i>ser agresivo o grosero</i> <i>Estoy de acuerdo</i> <i>No estoy de acuerdo</i> <i>En mi opinión...</i> <i>Pienso que / Creo que...</i> <i>es justo / es injusto / no es justo.</i> <i>Las normas son...</i> <i>buenas / malas</i> <i>Un problema es...</i> <i>el estrés de los exámenes</i> <i>el acoso escolar</i>	Front-of-class p. 036 Translation into English worksheet Homework Listening Reading Vocabulary
Week 5	<i>Unidad 4</i> pp. 38–39 <i>¡Destino Zaragoza!</i>	Talking about plans for a school exchange Using the near future tense Asking and answering questions	Using the near future tense to say what you are going to do Forming questions using: <i>¿Cuándo? ¿Qué? ¿Cómo? ¿A qué hora? ¿Dónde?</i>	<i>Voy a... / Vas a... / Vamos a...</i> <i>participar en un intercambio</i> <i>viajar con mi clase</i> <i>conocer, visitar, llegar, estar</i> <i>asistir a clases, ir a pie</i> <i>llevar ropa de calle</i> <i>ir / comer juntos</i> <i>ir de excursión</i> <i>Va a ser...</i>	Front-of-class p. 038 Speaking skills worksheet p. 038 Grammar presentation p. 039 Grid worksheet Homework Listening Vocabulary



			Using sequencers and time expressions to give structure to writing	<i>fácil / guay</i>	
Week 6	<i>Unidad 5</i> pp. 40–41 <i>Mis clubs y mis éxitos</i>	Talking about activities and achievements Using object pronouns Saying how long you have been doing something	<i>Desde hace</i> + present tense Direct object pronouns (<i>lo / la / los / las</i>) Understanding time expressions: past, present, future	<i>Para mí...</i> <i>En mi opinión...</i> <i>Creo que...</i> <i>las actividades extraescolares...</i> <i>son...</i> <i>algo diferente</i> <i>muy divertidas</i> <i>un éxito</i> <i>te ayudan a...</i> <i>olvidar las presiones del colegio</i>	Front-of-class p. 040 Translation into Spanish worksheet p. 041 Grid worksheet p. 041 Grammar presentation Homework Listening Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none">• Pupil Book pp. 48-49 <i>iPalabras!</i>• Pupil Book pp. 184-185 <i>iA repasar!</i>• Assessment Pack End of Module 2 tests - listening, speaking				