

Year 10 Spanish Curriculum Sequence

Intent: • To equip pupils with the knowledge and cultural capital they need to succeed in life • To understand and respond to spoken and written texts from native speakers • To be able to communicate independently with native speakers in speech and writing on a wide variety of topics • To develop a sound understanding of phonics, vocabulary and grammar which forms the foundation for A level language learning

T1 - Free time	T2 - Healthy living	T3 - Your area
<p>Why this module?</p> <ul style="list-style-type: none"> . As students will have just come back from the summer holidays having experience a variety of different activities, including spending more time online, which they will be able to draw upon to talk about their free time and hobbies . Students will gain knowledge of different free time activities in a variety of Spanish-speaking countries as well as famous Spanish sports stars and therefore increase their culture capital. . Students will build on their knowledge of present tense regular and irregular verbs to be able to talk about what they, and others, usually do in their free time and use a variety of expressions of frequency to communicate how often they do these activities . Students will expand their knowledge of opinion verbs <i>gustar/encantar/interesar</i> to be able to say what they like/dislike doing in their free time and use a range of adjectives to justify their opinions . Students will consolidate their knowledge of the near future tense to be able to say what they will do in their free time and to make plans with friends . Students will learn how to use <i>querer/poder + infinitive</i> to discuss what they want/are able to do in their free time . Students will consolidate their knowledge of the preterite tense further to be able to communicate what they did at the weekend . Students will learn how to use direct object pronouns <i>lo/la/los/las</i> to avoid repetition and improve their writing and speaking . At the end of this module students will be able to discuss their free time using 3 tenses together 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students will broaden their culture capital by learning about different foods and drinks from Spanish speaking countries and also about the different times people eat in a variety of Spanish-speaking countries . Students will expand of their knowledge of daily routine and reflexive verbs around school to describe a healthy routine . Students will learn how to use the expressions <i>después de</i> and <i>antes de</i> to sequence their writing and provide a chronological narration of the routines. . Students will also learn how to use <i>tener</i> with a variety of nouns to express different states of being . Students will consolidate their knowledge of direct object pronouns to discuss the foods people eat . Students will consolidate and expand their knowledge of impersonal verbs <i>hay que/se necesita/hace falta</i> to discuss how to be healthier . Students will study the imperfect tense to be able to discuss healthy/unhealthy actions they used to do in the past . Students will use <i>ya no + infinitive</i> to communicate what they no longer do . Students will learn the Spanish words for body parts and how to describe injuries as well as how to offer advice for these issues using <i>debes, tienes que and necesitas</i>, which will give students real-life vocabulary which is useful for medical issues when traveling abroad . Students will build on their knowledge of reflexive verbs to be able to use these in the preterite tense to talk about how they hurt themselves in the past . Students will learn how to use the simple future tense in order to make resolutions for a healthier lifestyle . By the end of this module students will be able to discuss their health and wellbeing using 4 tenses together 	<p>Why this module?</p> <ul style="list-style-type: none"> . At the end of this module students will go into the summer holidays when they will be spending a lot of time in their area and/or travelling to new areas on holiday . Students will undertake a case study of a Spanish-speaking country and learn about the climate, wildlife, natural areas of beauty, regions as well as famous people from the country and their achievements which students will use as inspiration for their descriptions of their own area. . Students will learn how to use demonstrative adjectives <i>este/esta/estos/estas</i> to describe this area . Students will expand their repertoire of adjectives to describe locations and consolidate their knowledge of adjectival endings to express options on locations. . Students will expand their knowledge of the past to include the perfect tense as well and expand their vocabulary around free time activities to discuss what they have done in their local area . Students will learn how to use prepositions of place with <i>estar</i> to say where things are located in their area . Students will use the imperfect tense to compare their town now to how it used to be life using <i>era</i> and <i>había</i> . Students will consolidate their knowledge of direct object pronouns to discuss what they buy when shopping in their area . Students will learn how to identify and form the present subjunctive <i>cuando</i> to say where they will live in the future . Students will also consolidate their knowledge of the conditional tense to say what they would like to do in their area in the future . Students will be able to use a variety of new adjectives in the comparative using <i>más, menos, tan + como</i> to compare their area to other areas and give opinions and justifications . At the end of this module students will consolidate their grammatical knowledge to be able to talk about their area and others using a variety of different tenses

<p>Links to GCSE specification:</p> <ul style="list-style-type: none"> . To consolidate knowledge of phonics and phonemes to be able to use accurate pronunciation and intonation . To deepen knowledge of how language works and enrich vocabulary knowledge for students to increase their independent use and understanding of extended language in a range of contexts . To develop knowledge of a wide variety of tenses and grammatical concepts . To understand a range of spoken and written texts, both bespoke and authentic, by deducing meaning, identifying messages, key points, relevant details and opinions as well as draw inferences in context and be able to respond by organising and presenting relevant details . To translate longer passages into English and the language of study with increasing accuracy . To develop ability to take part in a short, spontaneous conversation confidently and coherently and develop conversations by asking and answering questions on a variety of topics . To produce extended sequences of speech which express and justify own thoughts and points of view on a variety of topics confidently and coherently . To respond to unexpected questions or situations and sustain communication by using repair strategies . To understand, use and manipulate language across a range of contexts and for different purposes, appropriate to their age, interests and maturity levels with increasing accuracy and fluency. . To produce extended pieces of writing of varying lengths to convey information on a variety of different topics whilst applying and manipulating the learned structures to narrate events, express ideas coherently and confidently referring to past, present and future events . To demonstrate increasing competence in listening, reading, writing and speaking for immediate use . To increase students' cultural capital by building knowledge of other countries and cultures, stepping beyond familiar cultural boundaries and developing new ways of seeing the world to give students the confidence to become global citizen who belong to a multicultural and mutually respectful world
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<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching healthy living in Y10 T2 . Teaching future plans in Y11 HT3 . Teaching infinitive constructions in Y10 T2 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching the imperfect tense for comparisons in Y10 T3 . Teaching impersonal verbs in Y11 HT2 . Teaching simple future in Y11 HT3 . Teaching infinitive constructions in Y11 HT1 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching environmental changes in Y11 HT2 . Teaching comparatives in Y11 HT1 . Teaching the present subjunctive in Y11 HT3
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<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of present tense and adjectival agreements from Y7 . Knowledge of regular and irregular verbs from Y9 (depth) T1/2 . Knowledge of future from Y9 HT5+6 . Knowledge of free time activities from Y8 HT5+6 . Knowledge of the preterite tense from Y9 (depth) T3 . Knowledge of the near future from Y8 HT5+6 . Knowledge of option verbs from Y9 (depth) T1/2 . Knowledge of infinitive constructions from Y9 (depth) T3 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of present, near future, preterite tenses from Y10 T1 . Knowledge of food and drink topic in Y8 HT4 . Knowledge of healthy lifestyles in Y9 (breadth) T2 . Knowledge of reflexive verbs from Y9 (depth) T3 . Knowledge of free time activities and sports from Y10 T1 . Knowledge of negatives from Y9 (depth) T1/2 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of past tense from Y8 . Knowledge of noun agreements with direct object pronouns . Knowledge of comparatives . Knowledge of places in a town from Y7 . Knowledge of how a town has changed over time Y9 T3 . Knowledge of the imperfect tense from Y10 T2 . Knowledge of free time activities from Y10 T1 . Knowledge of direct object pronouns from Y10 T2
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