



All Saints' Catholic High School

Luceat lux Vestra

Subject: Spanish

Year: 10

10	Unit 1- Introducing myself, my family and friends	Unit 2 – Free time and hobbies	Unit 3 – Festivals and celebrations	Unit 4 – Holidays	Unit 5 – Town	Unit 6 Environment/Social Issues
Aim of Unit	In this unit pupils will revisit, basic physical and personal descriptions and enhance this further by incorporating others' opinions as well as using higher order structures such as superlatives. In addition to descriptions, pupils will learn	Pupils focus on a variety of hobbies and interests, emphasising their opinions with reasons. Additionally, there will be a focus on using superlatives to strengthen their likes and dislikes. Within itself, the topic of free time covers a magnitude of vocabulary from sports, television, use of technology	This unit allows pupils to immerse themselves in Spanish culture. They will continue to study the tenses they know and broaden this by incorporating the use of the passive voice. They will learn about "La Tomatina" and the gastronomic delights of the Hispanic world. There will be the	The holiday topic will give pupils the opportunity to revise high frequency present, preterite past and imperfect past tense verbs, in particular irregular verbs. They will talk and write about their holiday preferences and describe their past holidays, including accommodation and descriptions of	The unit expands on pupils' knowledge of how to describe their town and local area in terms of what you can do there, where you can visit and typical seasonal weather. The unit also includes shopping in town, leading to the pros and cons of the town where we live and comparisons to	This unit follows from the previous unit on Town and Local Area, making further reference to more environmental issues caused by industry, leading to other global issues, discussing local actions, healthy eating and diet related problems, international events and natural disasters. The unit also covers the use of the

	<p>how to describe what they most like to do, study, read and eat. Adjectives will continue to be recycled with focus on adjectival agreement. Pupils will also learn how to describe their own and their friends' best qualities, complemented with other qualities they would like in themselves.</p>	<p>as well as how we socialise. Present tense and infinitive structures will be recapped, followed by revision of the preterite past and how to use the perfect and imperfect tenses to describe events over particular time periods.</p>	<p>opportunity to compare other festivals and consider how daily routines are changed, such as eating habits and special meals.</p>	<p>facilities. There will also be scope for listening to dialogues in booking accommodation and dealing with typical holiday problems.</p>	<p>living in the countryside. Pupils will also be introduced to some vocabulary that links to environmental problems found in towns.</p>	<p>subjunctive to express points of view and how to use it as an imperative.</p>
<p>Composite Knowledge</p> <p><i>(a task that requires several building blocks or components)</i></p>	<p>Pupils will embed the use of adjectives in physical and personality descriptions. They will learn to read extended texts and be challenged through gapped translations and reading comprehensions</p>	<p>Pupil knowledge will be deepened through the recycling of key structures, including opinions, along with practice of how to use the differing past tenses. This will be practised through listening and reading</p>	<p>Pupils will continue to recycle the preterite past tense to describe festivals, along with revision of reflexive verbs to describe daily routines in the past. Pupils will put this into practice by studying gapped parallel</p>	<p>In this unit pupils will reinforce their use of tenses and continue to express their justified opinions, through speaking tasks, covering general conversation questions, photocard tasks as well as role play scenarios to</p>	<p>Pupils will focus on exam style tasks for the speaking component, selected from archived materials – rôle play; photocard and general conversation questions. Pupils will also study model answers for</p>	<p>In this unit, pupils will continue to practise exam technique, preparing answers to their general conversation questions, for the Yr11 Speaking PPE. Additionally, they will practise reading and listening exam questions from Exampro, on the</p>

	and 90 word written tasks.	comprehensions, past paper questions from Exampro and targeted language study through Pearson's Grammar and Translation resource.	translations, reading comprehensions, along with studying models of exemplar writing tasks from Exampro.	practise well in advance of the Yr11 exam.	the writing element to reflect on and improve their own outcomes.	current module, along with earlier topics studied.
Component Knowledge <i>(the building blocks that together, when known, allow successful performance of a complex task)</i>	Matching activities, selecting the appropriate verb; gapped translations; faulty translations; translations to English and Spanish; reading and listening comprehension; correction of grammatical errors; guided writing tasks.	Gap-fill with correct sporting activity; understanding the definition; spot the missing word; multiple choice verbs; broken translation; translation into English and Spanish; find the Spanish in a comprehension; narrow reading; listening comprehension; guided writing aiming for 90/150 (F/H) word task.	Gap-fill tasks; manipulating verbs into other tenses; find the Spanish in a comprehension; reading comprehension into Spanish; faulty listening and listening comprehension; speaking practice on a range of general conversation questions over the topics studied so far.	Recap the present tense activities with weather phrases; faulty listening activities focusing on verb endings to identify subject; gap-fill with holiday preferences; reading comprehension to understand the usage of the preterite and imperfect past tenses; describing a photocard for speaking practice with rôle-play to book hotel accommodation; translations into English; writing tasks to cover 3-4 tenses.	Revise places in town and directions by following a map; matching shops with products sold; revision of numbers and prices; gapped listening; rôle-play for tourist information; practising questioning; understanding and using the simple future to discuss plans; listening to dialogues in shops; speaking practise about shopping preferences; using superlatives to describe the best and worst of a town; writing tasks to aim to cover 4	Revise how to describe locations and the area we live; matching activities linked with being environmentally friendly; using verbs of obligation in the conditional "Se debería + INF; identifying the environmental problem in a text; writing summaries about environmental problems and concerns; listening to and recreating dialogues about healthy/unhealthy lifestyles; reading comprehension focussing on different time frames; recognising the imperfect

					tenses and sophisticated structures such as superlatives and the subjunctive.	continuous in a text and how to use it; describing a photo card scenario linked with social issues.
Rationale (why?): Links to prior & future learning	This unit reinforces structures from Year 7 and allows pupils to expand simple sentence structures into a more complex descriptions about their family and friends and extended opinions. The present tense recycles prior knowledge with the added complexity of including superlatives.	This unit recycles language from Year 7 and allows pupils to reinforce this further by applying accurate verb endings. Pupils will also be given the opportunity to practise a range of past tenses, by giving bespoke examples to help embed them.	This unit allows pupils to recap many free time activities and apply their knowledge of infinitives to form the immediate future tense. This will allow pupils to build on their knowledge and enhance their understanding to underpin this pillar of progress (grammar). The conditional tense will also be alluded to as this also conveys future intentions, all of which will be used across KS4 topics.	This unit also links with free time activities studied in Year 7 and 8, as well as linking to the holiday topic studied in Year 8 when the 'preterite' past was taught. The 'preterite' will be continuously recycled in the first person singular and plural and will be broadened further at KS4 to cover all subject pronouns.	This unit revises numeracy through the concept of time and the chronology of daily routine, break time activities, food and drink, modal verbs to convey obligation and school rules. This unit dovetails with the KS4 unit of future plans.	This unit allows pupils to practise all three tenses and show awareness of a range of time markers and how to apply patterns to verbs to produce sentences with accurate syntax. Pupils will also be prompted to use the conditional to demonstrate their linguistic flair and range, which will be further enhanced at KS4 across all topics.
Assessment Task	Writing and Translation task – Pupils will undertake past	Speaking task – photocard stimulus; general conversation; reading gap-fil and	Writing task – photocard question; 40 word writing task, short	Writing task – 90 word task on free time activities covering at least three tenses.	Reading and listening task - comprehension covering a range of questioning styles	End of year test covering all topics: vocabulary match, complete to make sense, short

	paper questions through Exampro.	translation in English and Spanish.	translations into Spanish.		and translation from Exampro.	translations, reading comprehension.
Enrichment	European Day of Languages Spelling Bee.	Día de los Muertos.	Write about a person of your choice or a celebrity and their plans for this year.	La Navidad – Christmas celebrations in Spain.	Research activities in a Spanish school and compare with ours.	Create a bullet journal for your routine with tips on mindfulness for a busy week.