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| **Year 10 – Spanish 2024-25** | | | | | |
| **Curriculum intent** | To offer a broad, vibrant and ambitious MFL curriculum that will inspire and excite our students to become lifelong language learners the opportunity to learn a foreign language is not limited to the grammar and vocabulary of Spanish, it is an experience of a different world, culture and traditions. It allows our students’ to learn something diverse from their everyday lives. Learning another language teaches you more about your native language, provides you with excellent communication skills, increases confidence in speaking and allows a curious mind via a range of broad themes and topics through both classroom and extra-curricular opportunities. Students value the importance of language learning. At Rayner Stephens High School, we are aiming to give our students knowledge and understanding of another language, as well as the culture of the Spanish speaking world. In Spanish, students develop the four key skills of reading, writing, listening and speaking alongside building grammatical and phonetical confidence.By the end of year 10, pupils have completed their first full GCSE mock papers. They understand fully the full range of exams they will set and they have begun to develop strategies to complete these tasks with confidence. They have completed Town, Holidays, hobbies and festivals at GCSE level | | | | |
| **Term** | **Topic 1**  **Spanish: ¡Viva! AQA: Módulo 2 Mi gente** | **Topic 2**  **Spanish: Viva AQA GCSE Spanish**  **Module 2: intereses e influencias (Theme 1)** | **Topic 3**  **Spanish: Viva AQA GCSE Spanish**  **Module 6: De costumbre (Theme 1)** | **Topic 4**  **Spanish: Viva AQA GCSE Spanish**  **Module 1: Desconéctate!** | **Topic 5**  **Spanish: Viva AQA GCSE Spanish**  **Module 5: Ciudades** |
| **Knowledge** | **Mi gente- Theme 1**   * Socialising and family * Describing people * Social networks * Making arrangements * Reading preferences * Describing relationships    Spanish: ¡Viva! AQA: Módulo 2 Mi gente  Learners will be revising family and describing people using present tense. Next they will revise descriptions of both physical appearance and personality. Learners will know how to discuss technology and social media and extend their responses to be able to refer to other people.  We will use the present continuous tense to be able to make arrangements and create dialogues. Learners will talk about reading preferences using a range of connectives and describe their relationships and understand detailed descriptions. | **Intereses e influencias- Theme1**   * Free time activities and what you usually do * TV programs and films * Sports * What is trending * Different types of entertainment * Role models   Learners will be expected to build on the work done in Ks3 and talk in greater depth about their free time and leisure activities, they will be encouraged to use a variety of tenses and a range of grammatical structures.  Learners will cover a range of topics relating to free time, such as TV, film, music, festivals, applications and technology and inspirational celebrities or role models.  Learners will be encouraged to use the perfect and imperfect tenses to talk about what they have done in the past. | **De costumbre – Theme 1**   * Describing meal times * Daily routine * Illnesses and injuries * Typical foods * Comparing different festivals * Narrating a special day * Ordering in a restaurant * A music festival   Learners will discuss customs and festivals in Spanish speaking countries and compare the approaches to customs and festivals in England. Learners will be expected to apply a range of tenses and descriptive language to discuss the topics of food preparation, shopping, special meals, buying clothes and describing particular special events and celebrations. They will compare the traditions and customs of two countries.  Learners will be expected to develop a range of opinions using a number of verbs, they should be able to justify their opinions and develop their responses using a wide range of connectives. | **¡Desconéctate!- Theme 2**   * Holiday activities and the weather * Holiday preferences * A past holiday * Describing a trip to Barcelona * Booking accommodation * Dealing with problem   Spanish: Viva AQA GCSE Spanish  Module 1: Desconéctate!  Learners will talk about what they normally do on holiday. They will talk about a hotel stay and discuss transport references using comparative adjectives.  They will develop their responses to include what they did in a past holiday and use the perfect and imperfect tenses.  Learners will know how to order food in a restaurant and talk about holiday disasters using three time frames, past, present and future.  Many learners will be able to discuss an ideal holiday using the conditional tense. | **Ciudades – Theme 2**   * Places in a town/city * Directions * Shops and souvenirs * Features of a region * Planning what to do * Shopping for clothes and presents * Problems in a town * A past visit.   Learners will begin by reviewing places in town learnt in HT1 and be able to describe where they live in detail and what they can do in their free time.  They will use the superlatives to describe a region, find out tourist information and discuss plans. Learners will talk about what they can do in different types of weather and write about their town using three time frames.  Many learners will be able to describe an ideal town. |
| **Grammar** | **Grammar**  The present tense, adjectival agreement, para + infinitives, referring to other people, present continuous, connectives, ser/esta | **Grammar**  Stem changing verbs, ‘suelo’ + infinitive, imperfect tense, perfect tense. | **Grammar**  Me gusta/me gustaría, quantity expressions, ‘we’ and ‘they’ form verbs, reflexive verbs in the preterite, expressions with estar, ‘acabar de + infinitive | **Grammar**  Present tense(regular and irregular), verbs of opinion for other people, preterite tense, two past tenses together, usted. | **Grammar**  Se puede + se pueden, the future tense, demonstrative adjectives, tan/tanto, antonyms, 3 tenses together. |
| **Skills** | **Speaking**- Question and Answer Practice revising self,family and relationships in preparation for GCSE speaking assessments.Roleplay and Photocard practice **Listening**- Listen for gist recognising key words and cognates from the module and using exampro/past paper listenings  **Reading**- Read for gist ,recognising key words to do with introducing yourself/family including exampro and past paper reading tasks.  **Writing**- Practice exam style writing tasks | **Speaking**- Question and Answer Practice on hobbies in preparation for GCSE speaking assessments.Roleplay and Photocard practice **Listening**- Listen for gist recognising key words and cognates from the module and using exampro/past paper listenings  **Reading**- Read for gist ,recognising key words to do with hobbies including exampro and past paper reading tasks.  **Writing**- Practice exam style writing tasks | **Speaking**- Question and Answer Practice on festivals/food in preparation for GCSE speaking assessments.Roleplay and Photocard practice **Listening**- Listen for gist recognising key words and cognates from the module and using exampro/past paper listenings  **Reading**- Read for gist ,recognising key words to do with festivals/food including exampro and past paper reading tasks.  **Writing**- Practice exam style writing tasks | **Speaking**- Question and Answer Practice on holidays in preparation for GCSE speaking assessments.Roleplay and Photocard practice **Listening**- Listen for gist recognising key words and cognates from the module and using exampro/past paper listenings  **Reading**- Read for gist ,recognising key words to do with holidays including exampro and past paper reading tasks.  **Writing**- Practice exam style writing tasks | **Speaking**- Question and Answer Practice on town in preparation for GCSE speaking assessments.Roleplay and Photocard practice **Listening**- Listen for gist recognising key words and cognates from the module and using exampro/past paper listenings  **Reading**- Read for gist ,recognising key words to do with the topic town including exampro and past paper reading tasks.  **Writing**- Practice exam style writing tasks |
| **Assessments** | -Weekly memrise  Vocabulary learning task.  Writing/speaking assessment | Weekly memrise  Vocabulary learning task.  Listening assessment  Speaking Assessment | Weekly memrise  Vocabulary learning task.  Reading assessment | Weekly memrise  Vocabulary learning task.  -Reading assessment  Writing/speaking assessment | Weekly memrise  Vocabulary learning task.  -Listening/Writing assessment |
| **Enrichment** | **Cultural focus:**  Day of the Dead –learners will create Day of the Dead masks. Students will also learn about how Christmas and the Day of the Kings are celebrated in Spain | Learners will plan and take part in Spanish food tasting  Spanish Exchange | Cultural-Learn about the different festivals that take place in Spain  Spanish- Visit to Tapas restaurant  Active Learn authentic video on festivals | Active LearnVideo link on holidays and create a radio blog.Cultural focus-learn how Spanish people celebrate their holidays and where they go. | Cultural-Learn about the different cities in Spain and their culture.Active Learn authentic video in the town |