



Intent:
 In year 10 students will study 6 AQA topic area. They will focus on the manipulation of tenses in key regular verbs and common irregular verbs (known as “Essentials”) and will routinely use justified opinions in order to state points of view. Students will be taught how to develop the building blocks of knowledge gained at KS3. Students will develop an understanding of how the language works in the 4 “modalities” – listening, speaking, reading and writing. Students will develop their proficiency in understanding and producing extended language with frequent retrieval practice of AQA vocabulary and grammatical structures. Students’ understanding of the phonetic/ spelling link will encourage successful communication and secure understanding. Students will learn to use their language for the purpose of successful and meaningful communication.

SPANISH Year 10	HALF TERM 1: Theme 1, topic 1 (Me, my family and friends)	HALF TERM 2: Theme 1, topic 2 (Technology)	HALF TERM 3: Theme 1, topic 3 (Free-time)	HALF TERM 4: Theme 1, topic 4 (Festivals)	HALF TERM 5: Theme 2, topic 1 (Where I live)	HALF TERM 6: Theme 2, topic 2 ()
Knowledge (facts, information, concepts and key terminology)	Topic-specific vocabulary, reflexive verbs, present tense, direct object pronouns, the future tense. Revisit adjectival agreement	Revisit present & future tenses. Irregular verbs. Build up “snazzy phrases” to include “gracia a” & “para + infinitive” and “acabar de + inf.” Topic-specific vocabulary	The preterite tense revisited, building complex opinions. Negatives. Developing sentences. Topic-specific vocabulary	Imperfect and perfect revisited with irregular verbs. (including reflexive verbs). Adjectival agreement and positioning. Conditional (ideal celebration) Topic specific vocabulary	Negatives, conditional, comparatives/superlative. Use of gerund. “se puede + INF. Set expressions with “SI” i.e. si fuera, si pudiera etc... Topic-specific vocabulary	Topic-specific vocabulary Modals i.e. Hay que Some expressions with subjunctive.
Understanding (ability to connect and synthesise knowledge within a context)	Pick out details when reading and listening Discuss topic of relationships with family and friends, marriage /relationship choices and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of uses and advantages/disadvantages of technology and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of free time and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of festivals and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of home/local area and know vocabulary pertaining to this topic.	Pick out details when reading and listening Discuss topic of home and know vocabulary pertaining to this topic.
Skills (successful application of knowledge and understanding to a specific task)	Write at least 40 (F), 90 (F / H), 150 (H)words on the topic Sustain a conversation Deal with Role plays/ photo cards Listening, Reading, speaking and writing					Speaking test skills Writing strategy Reading and listening
Formal Assessments (those done by all/vast majority of the cohort)			Assessment 1		Assessment 2	Mock speaking test

By the end of the year students on course for at least a grade 5 will...Manipulate core/ essential verbs (regular and irregular) across 3-time frames, include justified opinions, manipulate transferable phrases, use a range of language in their writing and spoken work, know vocabulary from theme 1 and be familiar with high frequency cross-theme vocabulary.