



Spanish YEAR 10 (3 Periods /week)

Term 1	Subject: Spanish	Year Group: 10	
Module 1: ¡Desconectate!	Learning Outcomes	Real World / UAE Application	Assessment Methods
Punto de partida (revision)	Discussing Holidays and Weather	Holidays in Dubai – What to do.	Quiz / questioning
U1: ¿Qué haces en verano?	Being able to say what you do in Summer.	The different type of holidays one spends.	Peer-assessment
U2: ¿Cómo prefieres pasar las vacaciones?	Discussing holiday preferences using verbs of opinions.	Expressing opinions, convincing people to one's way of thinking.	Presentation / paragraph
U3: ¡Destino Barcelona!	Being able to say what you did on holiday using the preterit tense.	getting to know the economic capital of Spain	Translation
U4: ¿Cómo era?	Being able to say where you stayed using the imperfect tense.	Describing the features of different holiday accommodations.	Grammar test
U5: Quisiera reservar...	Being able to book accommodations and deal with problems.	Booking room/ Making enquiries.	Dialogue / role play
U6: Mis vacaciones desastrosas	Being able to give an account of a holiday in the past tense.	(Guided) Creative writing – reporting past information	Extended writing
Revision+ Assessment	TRACKING PROGRESS	Bringing language to life	Summative assessment. (Reading and writing)
Module2 : Mi vida en el insti - My life at school			
Punto de partida (revision)	Giving opinions about schools subjects	Describing school life at FPS (likes and dislikes)	Reading and questioning
Punto de partida 2	Describing school facilities Being able to describe one's uniform and talk about the school day.		
U1: ¿Qué tal los estudios?	Being able to talk subjects and teachers using comparatives and superlatives.	Talking about subjects and their relevance to the real world.	Sentences (writing)
U2: Mi Nuevo insti	Describing your school and comparing then and now (two tenses)	Talking about how Education as evolved.	Presentation
U3: ¡Está prohibido!	Being able to talk about school rules and problems	The Dos and Don'ts at FPS	Poster
U4: ¡Destino Zaragoza!	Talking about plans for a school exchange using the near future tense.	Learning about what a school's exchange purpose and its impacts are.	Reading tasks

U5: ¡Mis Clubs y mis éxitos!	Being able to talk about one's activities and achievements.	Reflecting on one's successes so far.	Translation
Revision+ Assessment week	TRACKING PROGRESS	Bringing language to life	Reading, Writing and Listening summative assessment.

Term 2	Subject: Spanish	Year Group: 10	
Module3 Mi gente (my family and friends)	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
Punto de partida (revision) Punto de partida 2	Being able to talk about socialising and family. Describing people (adjectival agreements)	Talking about important people in one's life.	Peer and self-assessed tasks.
U1: Mis aplicaciones favoritas	Discussing social networks (why we use them and issues)	Social Network nowadays and their influences.	Reading exercises. Writing tasks
U2: ¿Qué estás haciendo?	Making arrangement to go out.	Using language to make arrangements.	Dialogues, longer conversations
U3: Leer es un placer	Being able to discuss reading preferences.	<i>Readers are leaders</i>	
U4: Retratos	Being able to describe people using "ser" or "estar" and a wide range of adjectives.	What are the flaws and qualities of people around us?	Presentation (teacher assessed)
U5: Relaciones	Being able to talk about relationships with friends and family.	How to maintain positive relationships.	Peer and self-assessed tasks.
Revision+ Assessment	TACKING PROGRESS	Bringing language to life	Reading, Writing and Listening summative assessment.
Module 4: Intereses y influencias - Interests and influences.			
Punto de partida (revision) Punto de partida 2	Talking about free-time activities (irregular verbs) Being able to talk about TV programs and films.	How to stay fit/healthy. Interests in popular culture	Peer and self-assessed tasks.
U1: ¿Qué sueles hacer?	Talking about what you usually do and being able to use "soler".	Routine: talking about one's good and/or bad habits.	presentation / reading aloud own paragraph
U2: Fanatico del Deporte	Being able to discuss sports, being able to talk about what you used to do.	What type of child was I?	Extended writing
U3: #Tema del momento	Talking about what is trending, (incl. using the perfect tense)	What is trending in Dubai?	Peer-assessed reading task
U4: En directo	Debating about different types of entertainment	Which mode of entertainment is best?	Reading tasks

U5: Modelos a seguir	Being able to describe who inspires you, incl. a range of past tenses.	Looking at inspiring people.	Reading, Writing and Listening summative assessment.
Revision+ Assessment	TRACKING PROGRESS	Bringing language to life	

Term 3	Subject: Spanish	Year Group: 10	
Module 5: Cuidades (cities)	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
Punto de partida (revision) Punto de partida 2	Being able to talk about places in town and asking and understanding directions. Talking about shops and shopping for souvenirs.	Using language to find one's way round in a foreign city.	Quiz / Questioning
U1: ¿Cómo es tu zona?	Describing the features of a region (using "se puede and se pueden")	What can one do in Dubai?	Interview/conversation
U2: ¿Qué haremos mañana?	Being to plan what to do using the future tense	What does Dubai have in store for us in the future?	Dialogue/conversation
U3: De compras	Being able to shop for presents and clothes (using demonstrative adjectives)	Links with <i>shopping culture</i> in Dubai.	Script writing + dialogue
U4: Los pros y los contras de la ciudad	Talking about problems in a town, using the conditional.	Being able to debate/defend an idea convincingly.	Extended writing
U5: ¡Destino Arequipa!	Describing a city using the past and other tenses together.	Learning about a city in Peru, South America (geography).	Reading + grammar test.

GCSE PRODUCTION SKILLS – FOCUS ON SPEAKING, WRITING and TRANSLATION.

Students will answer a series of questions (booklet) in writing and practise their answers in speaking, thus revisiting topics learnt in Year10.

Local Area, Holiday and Travel. (Module 1)	Translation - answering GCSE questions – practising spontaneity in speaking.	Bringing language to life + examination skill development	Teacher-assessed/marked
School (Module 2)	Translation - answering GCSE questions – practising spontaneity in speaking.	Bringing language to life + examination skill development	Teacher-assessed/marked
Identity and Culture (Module 3)	Translation - answering GCSE questions – practising spontaneity in speaking.	Bringing language to life + examination skill development	Teacher-assessed/marked
Identity and Culture (Module 4)	Translation - answering GCSE questions – practising spontaneity in speaking.	Bringing language to life + examination skill development	Teacher-assessed/marked
Local area, holidays and travel + Identity and Culture (Module 5)	Translation - answering GCSE questions – practising spontaneity in speaking.	Bringing language to life + examination skill development	Teacher-assessed/marked

Film project.

Student watch a French film and discuss/describe the characters, story and genre.

Looking at French culture in action.

Class discussion