



## Year 10 Spanish

Year 10 Spanish		Expo 2020 'Challenge' Activity – 'Connecting Minds, Creating the future' Opportunity, Mobility, Sustainability		
<b>Term 1 topic:</b> Topic Area A: Home and Abroad <table border="1"> <tr> <td> <u>Content (Grammar) will include:</u>  <b>Revision of:</b> past, present and future tenses; adjectives ; negatives <i>no</i>; opinions comparisons and reflexives)   <b>Introduction of:</b> The imperfect past tense, conditional and future tenses along with adverbs and advanced opinions phrases and advanced time phrases, imperatives, impersonal phrases, phrases plus infinitive.               </td> <td> <u>Content (Vocabulary)will include:</u> <ul style="list-style-type: none"> <li>• Types of holidays</li> <li>• Countries/nationalities</li> <li>• Type of accommodation</li> <li>• Advanced information on where you live.</li> <li>• Directions</li> <li>• Shops and paces in town</li> <li>• Advantages and disadvantages of towns/countryside</li> </ul> </td> </tr> </table>		<u>Content (Grammar) will include:</u> <b>Revision of:</b> past, present and future tenses; adjectives ; negatives <i>no</i> ; opinions comparisons and reflexives)  <b>Introduction of:</b> The imperfect past tense, conditional and future tenses along with adverbs and advanced opinions phrases and advanced time phrases, imperatives, impersonal phrases, phrases plus infinitive.	<u>Content (Vocabulary)will include:</u> <ul style="list-style-type: none"> <li>• Types of holidays</li> <li>• Countries/nationalities</li> <li>• Type of accommodation</li> <li>• Advanced information on where you live.</li> <li>• Directions</li> <li>• Shops and paces in town</li> <li>• Advantages and disadvantages of towns/countryside</li> </ul>	
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<b>Term 2 topic:</b> Topic Area E: Social Activities, Fitness and Health <table border="1"> <tr> <td> <u>Content (Grammar) will include:</u>  <b>Revision of:</b> Possessive adjectives <i>mi/tu/sus</i> etc., agreement of adjectives, frequencies, modal verbs like <i>deber</i> prepositions, five tenses.   <b>Introduction of:</b> Direct object pronouns <i>lo/la/los/las</i> considero, Perfect Tense, larger numbers, Impersonal structures e.g. <i>Hay que</i>, Opinions in various subjects e.g. <i>nos gusta</i>.               </td> <td> <u>Content (Vocabulary)will include:</u> <ul style="list-style-type: none"> <li>• Reading, music, sport and hobbies; extended opinions about leisure time</li> <li>• Going out, meeting up; receiving and spending pocket money; shopping preferences</li> <li>• Special occasions and francophone traditions such as <i>La Tomatina</i></li> </ul> </td> </tr> </table>		<u>Content (Grammar) will include:</u> <b>Revision of:</b> Possessive adjectives <i>mi/tu/sus</i> etc., agreement of adjectives, frequencies, modal verbs like <i>deber</i> prepositions, five tenses.  <b>Introduction of:</b> Direct object pronouns <i>lo/la/los/las</i> considero, Perfect Tense, larger numbers, Impersonal structures e.g. <i>Hay que</i> , Opinions in various subjects e.g. <i>nos gusta</i> .	<u>Content (Vocabulary)will include:</u> <ul style="list-style-type: none"> <li>• Reading, music, sport and hobbies; extended opinions about leisure time</li> <li>• Going out, meeting up; receiving and spending pocket money; shopping preferences</li> <li>• Special occasions and francophone traditions such as <i>La Tomatina</i></li> </ul>	<b>Cross Curricular Links/Projects</b> <ul style="list-style-type: none"> <li>• Researching typical Spanish and Latin-American holiday destinations.</li> <li>• Designing an ideal home.</li> <li>• Researching pros and cons of towns and the countryside.</li> <li>• Researching famous traditional dishes from across the Spanish-speaking world.</li> <li>• Evaluating health advice given in Spain, including healthy eating campaigns online.</li> <li>• Listening to traditional and modern music in Spanish and analyzing lyrics.</li> <li>• Researching major Spanish shopping chains that exist here too, including <i>Zara, Mango</i></li> </ul>
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<b>Term 3 topic:</b> Topic Area C: House, home and daily routine <table border="1"> <tr> <td> <u>Content (Grammar) will include:</u>  <b>Revision of:</b> perfect and imperfect tenses; adjectives; quantities , use of the infinitive, reflexive verbs   <b>Introduction of:</b> Reflexives in the infinitives, <i>antes de + infinitive</i>, <i>después de + inifinitives</i>.               </td> <td> <u>Content (Vocabulary)will include:</u> <ul style="list-style-type: none"> <li>• Family relationships, who you get on with &amp; why, describing friends and their character, old people</li> <li>• My town/ my house, helping at home Mealtimes, food preferences and foreign cuisines, healthy eating, food advertising, eating out, drugs</li> </ul> </td> </tr> </table>		<u>Content (Grammar) will include:</u> <b>Revision of:</b> perfect and imperfect tenses; adjectives; quantities , use of the infinitive, reflexive verbs  <b>Introduction of:</b> Reflexives in the infinitives, <i>antes de + infinitive</i> , <i>después de + inifinitives</i> .	<u>Content (Vocabulary)will include:</u> <ul style="list-style-type: none"> <li>• Family relationships, who you get on with &amp; why, describing friends and their character, old people</li> <li>• My town/ my house, helping at home Mealtimes, food preferences and foreign cuisines, healthy eating, food advertising, eating out, drugs</li> </ul>	<b>Assessment Format:</b> <b>Listening Exam, Reading Exam, Grammar gapfill, 2 Writing tasks (70 words and 150 words), Speaking exam (2-3 minutes giving answers to prepared questions)</b>  <b>Key Subject Specific Skills:</b> <b>Listening and Reading:</b> Pupils will demonstrate progress by demonstrating their ability to: <b>identify</b> and <b>note</b> main points and points of view from longer extracts; <b>deduce</b> the meaning of words from context; <b>extract</b> specific details; <b>show</b> understanding of unfamiliar language; <b>recognise</b> attitudes, emotions and opinions; <b>understand</b> grammatical structures and functions in context.  <b>Writing and Speaking:</b> Pupils will demonstrate progress by demonstrating their ability to: <b>communicate</b> clearly and fluently; <b>produce</b> detailed and relevant responses; <b>include</b> a wide range of vocabulary and structures, including complex lexical items, <b>use</b> of a range of tenses to vary sentences; <b>apply</b> the rules of correct verb formation, gender and agreement; <b>spell</b> and <b>pronounce</b> words accurately.
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<b>Assessment Objective Overview</b> Pupils will develop their ability to: <ul style="list-style-type: none"> <li>• Listen to and understand the spoken French language in a range of contexts and a variety of styles;</li> <li>• Read and respond to different types of written language;</li> <li>• Communicate in writing;</li> <li>• Understand and apply a range of vocabulary and structures;</li> <li>• Develop effective language learning and communication skills;</li> <li>• Communicate in speech for different purposes.</li> </ul>		<b>Links for Home Learning/Extension Resources:</b>  <a href="http://www.linguascope.com">www.linguascope.com</a> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="#">Duolingo (phone app)</a>		