

Y10 Big Picture – Spanish

Year 10

<i>Autumn 01 Weeks (7 weeks)</i>	<i>Autumn 02 Weeks (8 weeks)</i>	<i>Spring 01 Weeks (6 weeks)</i>
Content: Mis pasatiempos - Topic: ¿Qué haces en tu tiempo libre? Describing what you do in your free time - Topic: ¿Qué deporte practicas? Expressing what sports you do - Topic: ¿Qué estás haciendo? Describing what you are doing now - Topic: No tengo ganas de salir Expressing what free time activities you do not do. - Topic: ¿Quieres salir esta tarde? Arranging to go out - Topic: ¿Qué vas a hacer con tu tableta nueva? Expressing what you are going to use your new tablet for. - Topic: Un fin de semana desastroso. Talking about something that went wrong - Topic: ¡En vivo y en directo! Talking about your music preferences and discussing going to concerts. - Topic: La caja tonta está pasada de moda Talking about TV shows, series and movies. Discuss the preference for watching TV, laptop or mobile	Content: Mi gente - Topic: Así soy yo Describing yourself - Topic: la familia moderna Describing contemporary families - Topic: Mis amigos, la familia que uno elige Discussing how important Friends are for you - Topic: S.O.S amigos Talking about problems with relationships. - Topic: la brecha generacional Discussing the generation gap - Topic: Mis ancestros Talking about your family lineage or relatives - Topic: el día de los muertos Describing what you do on the day of the death in Mexico - Topic: Mis últimos cumpleaños Describing what you did in your birthday - Topic: Buscando en el baúl de los recuerdos. Memory lane through pictures	Content: Me cuido - Topic: La lista de la compra Learning about food items and buying in a market - Topic: La revolución de la cocina Learning about types of meals in the modern world - Topic: ¿Somos lo que comemos? Talking about healthy and unhealthy eating habits - Topic: el cuerpo humano Describing the parts of the body. Saying what hurts. - Topic: ¿Qué debo hacer, doctor? Revisit parts of the body and types of illnesses - Topic: Rutina de campeones Learning what kind of routine young sporty people have. - Topic: Dedícate a vivir Talking about addictions among young people - La cara oscura de la juventud Talking about the problems for young people - Los jóvenes son el cambio How young people can make positive impact in order - En busca de mi mejor versión Learning about mental health and wellbeing among young people.

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- Topic: Las redes sociales: ¿buenas o malas? Discussing the pros and cons of social media. - Topic: Mi vida la decido yo Discussing what young people in different countries like doing - Topic: Mi modelo a seguir Talking about your role model. - Topic: Speaking exam: what is it like? Introduction to the speaking exam - Topic: Reading and listening skills focus lesson Revision lesson to consolidate vocabulary and grammar - Topic: End of unit assessments: reading and listening Selection of reading and listening GCSE type exercises - Topic: Translation skills lesson FT/HT Expand vocabulary and grammar learnt in other thematic contexts - Topic: Feedback lesson (writing, reading and listening)	- Topic: Mi horóscopo: leyendo las cartas de tarot. Talking about personal future plans - Topic: Corazones conectados a la red - Topic: Mejoramos nuestra escritura Feedback on writing task - Topic: Nuestro popurrí de gramática Lesson to consolidate the vocabulary and grammar of Autumn 1 and 2 - Topic: Mid Year writing assessment - Topic: Mid year reading and listening assessment. - Topic: Mid year assessment feedback. Listening, reading and writing - Topic: Una nochevieja para elegir Learning about ways to celebrate New Year.	- Topic: Hasta en vacaciones nos cuidamos Creating healthy habits during holidays. - Topic: end of unit exam writing - Topic: end of unit exams: reading and listening - Topic: Speaking exam skills booster: read aloud task and role play. - Topic: feedback lesson

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Skills: - Narrating in the present tense - Expressing and understanding opinions - Convey key messages and apply grammar knowledge in translations to Spanish - Recall and use language in different situations - Convey key messages and apply grammar knowledge in translations to Spanish - Being able to ask questions accurately in Spanish - Apply the SSC principles in listening - Narrate with reference to past events - Write short texts in response to simple and familiar stimuli - Express ideas and opinions appropriately for different purposes and situations - Identify and respond to key points, details - Include complex forms to describe and narrate - Demonstrate an understanding of SSC - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures	Skills: - Identify and respond to key points, details and opinions - Apply the SSC principles orally - Understand and respond to a written stimulus - Use a variety of vocabulary and grammatical structures - Include complex forms to describe and narrate in the past - Practise predicting content, reading and listening for gist - Identifying relevant information in texts, avoid distractors - Using fillers at the beginning of your utterance when speaking (<i>bueno, pues, para mí..</i>) - Convey key messages and apply grammar knowledge in translations to Spanish - Recognise and understand synonyms - Include complex forms to describe and narrate - Identify and respond to key points, details and opinions	Skills: - Recall and use language in different situations - Produce sequences of speech - Identify and respond to key points, details and opinions - Include complex forms to describe and narrate - Transfer meaning accurately into Spanish in translations - Use structures with reference to past, present and future events - Use a variety of vocabulary and grammatical structures - Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish in the read aloud passage - Give opinions and justify your thoughts - Use more complex forms appropriate to their ability - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Identify and respond to key points, details and opinions
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- Convey key messages and apply grammar knowledge in translations to Spanish - Apply the SSC principles in a dictation Assessment Objectives - Describing a picture stimulus; - Multiple choice answers - Translations from English to Spanish - Develop and understand questions and discussions; role play transactions - Translations from English to Spanish and Spanish to English - Short responses to recognise the difference between present and future events - Identifying positive and negative experiences - Independent writing practice to be pair marked: FT Q2 (40-50 words), HT Q1 (2 bullet points of 80-90 words) - How to justify your opinions convincingly (justifying and giving examples) - Multiple response questions and short open responses - Understanding each section of the speaking exam: - Reading aloud - Transactional role play - Photo description	- Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Convey key messages and apply grammar knowledge in translations to Spanish - Practise predicting content and reading for gist - Identify and respond to key points, details and opinions Assessment Objectives - FT picture description - Describe a picture stimulus - Multiple choice type of questions - Read aloud a short text and undertake a short unprepared interaction related to the text - Work on how to make your descriptions more interesting and grammatically accurate - Independent writing practice to be pair marked: FT Q3 (2 bullet points of 80-90 questions). HT Q2 (1 bullet point of 130-150 questions)	- Recognise the relationship between past, present and future events - Use a variety of vocabulary and grammatical structures - Convey key messages and apply grammar knowledge in translations to Spanish Assessment Objectives - Role play shopping for food - How to be familiar with the words in the vocab list. Tips to learn vocabulary - Expanding your sentences by using “as a result, so, for this reason” - Translations from English to Spanish - Short answer open responses - Multiple choice questions - Role play at the doctor's surgery / hospita. - Independent writing practice. FT Q3, HT Q1 (80-90 words) - Tips to read aloud a short passage - Multiple choice questions - Expressing agreement and disagreement in your speech - Short comprehension questions - Improving writing task from week 2
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- General conversation - Reading and listening skills: multiple choice and gap fill exercises to consolidate vocabulary and grammar of the unit - End of unit assessment: writing - FT writing paper: Q.1 photo description, Q.2 40-50 words, Q.4 translation - HT writing paper: Q.1 80-90 words, Q.4. translation - End of unit assessments: reading and listening - Reading skills: translating from Spanish to English - Writing skills: translating from English to Spanish - Completing section 1 of the general conversation booklet	- How to infer the meaning of less common or infrequent seen and nouns - Short phrase responses; fill in gaps - Translations from Spanish to English - Recall and use language to describe a picture stimulus - Translation from English to Spanish. Special attention to the translation of possessive apostrophe (´s) into the preposition “de” - Identifying similar content and themes - Dictation - Improving previous writing task - Independent writing practice: FT Q3 (80-90 words) and HT Q2 (130-150 words) - Use a variety of vocabulary and grammatical structures accurately - Mid Year assessments: reading, listening and writing. - Read aloud - Photo description - General conversation questions from Autumn 1 and 2 - Speaking skill: expressing preferences	- Independent writing practice, full response 80-90 words questions (FT Q3 / HT Q1) - Dictation - Gap fill exercises - Writing a clear and relevant response to a bullet point. - FT writing paper: photo description, Q3 80-90 words and translation - HT writing paper: Q2 80-90 words and translation - Read aloud task and follow up questions: learning how to make notes on the read aloud stimulus to assist pronunciation - End of unit exams: selection of reading and listening GCSE type exercises - Role Play: planning accurate responses for the role play - Writing skills: improving writing responses in the general conversation booklet
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<i>Spring 02</i> <i>Weeks (6 weeks)</i>	<i>Summer 01</i> <i>Weeks (5 weeks)</i>	<i>Summer 02</i> <i>Weeks (6 weeks)</i>
Content: Construyendo mi futuro - Topic: Bienvenidos a “Pies Descalzos” Describing what a school is like, subjects and facilities - Topic: Con voz y voto: el consejo escolar Talking about school council and its impact on school decisions: uniform and school rules - Topic: Los problemas del cole Talking about the school problems students have had recently - Topic: Reunión con el director Giving solutions to the school problems - Topic: el viaje de fin de curso Describing a school visit to “Pies descalzos” schools - Topic: El colegio del future Describing what future schools will be like - Topic: un abanico de posibilidades: mis planes para el futuro Discussing options for post-16 studies	Content: Listos para viajar - Topic: ¿Dónde prefieres ir de vacaciones? Learning about different types of holidays - Topic: ¿Dónde te alojaste? Describing types of holidays accommodations - Topic: Un viaje a las Fallas de Valencia Giving an account of a trip to Fallas in the past - Topic: Unas vacaciones desastrosas Describing problems in your holidays - Topic: ¿Qué hiciste en tus vacaciones? Describing your last holidays - Topic: Endo f unit assessment: reading and listening - Topic: revision lesson: un día típico What a typical day for a student in Costa Rica and a student in England are like - Topic: Revision lesson: en mi insti no todo es estudiar.	Content: Hablamos - Topic: Floating Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exams - Topic: Floating Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam - Topic: Floating speaking lesson 1 Read aloud tasks and questions - Topic: Floating speaking lesson 2 Role plays in specific settings - Topic: Floating speaking lesson 3 Picture description - Topic: Floating speaking lesson 4 Mock exam (read aloud, role play, picture, general conversation) - Topic: Floating speaking lesson 5 In class mock exam assessed by peers

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- Topic: se necesita camarero: trabajo a tiempo parcial Describing Jobs and places at work. Explaining how you can earn some money, - Topic : Los empleos del siglo XXI Discussing new Jobs opportunities and the world of entrepreneurs. - Topic: Nuestro popurrí de gramática Consolidate the vocabulary and grammar of unit 4. - Topic: Mejoramos nuestra escritura Feedback lesson on previous writing - Topic: End of unit assessment: writing - Topic: end of unit assessment: reading and listening - Topic: end of unit assessment: speaking - Topic: Feedback lesson	Describing school events - Topic: revisión lesson: tus compras con un solo click Learning about the pros and cons of shopping online - Topic: El mundo de las preposiciones (optional) / Mocks Learning about prepositions - Topic: Las redes sociales: por diversión, para conectar (optional) / Mocks Discussing the use of technology in the past and now - Topic: Revision lesson: El apartamento de Airbnb: como en casa (optional) / Mocks Revise the topic of accommodation and tourist attractions - Topic: Detrás de la cámara Learning about the life and work of famous Spanish speaking people - Topic: Revision lesson: Los premios Goya Learning about types of films and TV programs	- Topic: Floating speaking lesson 6 In class mock exam assessed by peers - Topic: Dos billetes para Sevilla, por favor Purchasing train and event tickets when abroad - Topic: Nos vamos de compras Shopping for clothes and accessories - Topic: Mi media Naranja Describing what your best half would be like. - Topic: Scouts: ¡Siempre listos! Describing club / group events - Topic: ¿Cómo ser el hijo perfecto? Describing how you help at home - Topic: Mis planes de futuro Describing what your personal and professional plans are - Topic: Profe, te doy las gracias Describing what qualities a teacher should have
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	- Topic: Revision lesson: Encuentra la diferencia: ¿soy guapo o estoy guapo? <i>Consolidate the use and differences of common verbs in Spanish: estar, ser, tener, haber</i>	
Skills: - Recognise the relationship between past, present and future events - Demonstrate an understanding of SSC - Express ideas and opinions appropriately for different purposes and situations - Produce sequences of speech - Narrate with reference to past, present and future events - Apply the SSC principles in a dictation - Acquire oral reading fluency - Practise predicting content, reading and listening for gist - Express ideas and opinions appropriately for different purposes and situations - Convey key messages and apply grammar knowledge in translations to Spanish - Recognise the relationship between past, present and future events	Skills: - Recall and use language in different situations - Produce sequences of speech - Use a variety of vocabulary and grammatical structures - Include complex forms to describe and narrate - Convey key messages and apply grammar knowledge in translations to Spanish - Using a variety of vocabulary and grammatical structures effectively when narrating events - Understand and respond to a picture stimulus - Identify and respond to key points, details and opinions - Convey key messages and apply grammar knowledge in translations to Spanish	Skills - Apply the SSC principles orally - Acquire oral reading fluency - Recall and use language in different situations and be able to move between Spanish and English - Convey and elicit information by asking and answering questions - Use language to describe a visual stimulus, including specific required details - Recall and use language in different situations and be able to move between Spanish and English - Convey and elicit information by asking and answering questions - Apply the SSC principles in a dictation - Produce sequences of speech - Use structures with reference to past, present and future events - Understand and respond to a written stimulus

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- Transfer meaning accurately into English in translations - Use a variety of vocabulary and grammatical structures - Identify and respond to key points, details and opinions - Recognise the relationship between past, present and future events - Convey key messages and apply grammar knowledge in translations to Spanish Assessment Objectives - FT: Describing a picture - FT/HT: describing a picture - Independent writing practice. FT Q3: 2 bullet points. HT Q2: expressing pros and cons about school rules - Translation from Spanish to English and from English to Spanish - Dictation: transcribe spoken Spanish into written Spanish - How to answer follow up questions effectively - Writing skills: understanding which bullet points refers to present, past and future for writing exam FT Q2 and 3 and HT Q1	- Express ideas and opinions appropriately for different purposes and situations - Write short texts in response to simple and familiar stimuli - Produce sequences of speech in dialogues - Identify and respond to key points, details and opinions - Use a variety of vocabulary and grammatical structures - Express ideas and opinions appropriately for different purposes and situations - Apply the principles by which spelling represents sounds in standard or widely used forms of Spanish - Apply grammar knowledge in translations to Spanish - Express ideas and opinions appropriately Assessment Objectives - Role play at the tourist information office	- Infer meanings of unexpected vocabulary - Transfer meaning accurately into English in translations - Express ideas and opinions appropriately for different purposes and situations - Include complex forms to describe and narrate Assessment Objectives - Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses - Floating Speaking lessons in preparation for Year 10 Summer speaking mock exams. - Lessons are floating depending on when the oral exam will take place. All floating lessons need to be taught in order - Practise reading aloud tasks and questions - Role plays in specific settings: restaurant and café, shopping for a new mobile/tablet, shopping for clothes - Describing a picture stimulus and answering follow-up questions - Full speaking mock exam: pair-assessed - Full speaking mock exam: pair-assessed
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- Feedback on writing task from week 1. Improved responses made in general conversation booklet - Recognise similar ideas expressed differently - Applying the stress pattern rules for <i>palabras agudas</i> in dictations - Structuring and planning your answer to the pros and cons bullet point of the writing exam - Reading aloud to applying the rule of SSC - Independent writing practice: HT Q2 (2nd bullet point: pros and cons) - Identify and respond to key points, details and opinions in short answer open response questions - How to use clues, cognates, context and common sense in complex texts - Translations skills - Fill in gaps exercises - Translations from Spanish to English - Listening skills: multiple response questions - Understanding AO3 Linguistic knowledge and accuracy in FT Q3: 80-90 words and HT Q2: 130-150 words - End of unit assessment: writing	- Role play for booking a hotel room at the hotel and a place at the camp site - Dictation - Using sequence adverbs to narrate a story - Translation from English to Spanish - FT Writing skills: : using PAL when describing a picture - Describe a picture stimulus and answer two compulsory questions related to the picture - Independent writing practice: FT Q.3 and HT Q1 80-90 words - End of unit assessment: selection of reading and listening GCSE type exercises - Revision lessons in preparation for Year 10 summer mock exams - Lessons can be floating according to your school's exam timetable - Reading and listening skills: a) How to produce answers that are sufficiently detailed b) How to make use of pronouns to clarify the meaning	- Speaking skills: role play practice at the train station and at the ticket office (theatre, cinema, concert hall) - Fill in gaps dictation - Role play transaction at the train station and at the ticket office (theatre, cinema, concert hall) - Describe a picture stimulus - Writing skills: independent writing practice: FT Q2 (40-50 words) and HT Q1 (2 bullet points of 80-90 words) - Infer meanings of two single words per tier that are not part of the specification - Translation exercises from English to Spanish.
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- FT writing paper: photo description, Q3 80-90 words and translation - HT writing paper: Q2 130-150 words and translation0 words and translation - End of unit exams: selection of reading and listening GCSE type exercises - End of unit exam: speaking (pair assessed): read aloud task, stimulus card, follow up conversation of this thematic context - Writing skills: improving writing responses in the general conversation booklet	- Writing skill: apply grammatical knowledge of language in context to translate from English to Spanish - FT Writing skills Describing a picture using PAL - HT Writing skills: how to use linking words effectively to express pros and cons - Reading and listening skills: spotting true and false statements and fill in gaps exercises - Speaking skills: transactional role play in a specific setting- shopping at the phone store and holiday conversation with an online travel agent - Writing skills: expressing your preferences and someone else ´s using interesar-type verbs (e.g. <i>le interesa</i>, <i>nos gusta</i>) - Use structures with reference to past, present and future events - Listening skills: undertake a short dictation - Writing skills: Independent writing practice (pair assessed): FT Q2 (40-50	
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	words), HT Q1 (80-90 words) - Writing skills: translation exercises to address misconceptions	
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