

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<u>7 weeks</u>	<u>Intereses e influencias</u>	Recap from topic on holidays from Year 9, looking at use of tenses. Talking about sports Using the imperfect tense to say what you used to do Listening for different tenses Talking about what's trending Using the perfect tense Listening for clues	<i>Preterite tense revision</i> Using ya no to say 'no longer' <i>Imperfect tense (to say what you used to do)</i> <i>Listening for present and imperfect verbs</i> <i>Writing using correct tenses and persons of the verb</i> The perfect tense Listening for clues when the words used in a question are different to the words in the audio	AQA Theme 1 In this unit we are building on the previous topic of mi gente. Pupils will be deepening their understanding by using two tenses.

<u>7 weeks</u>	<u>Intereses e influencias</u>	<p>Discussing different types of entertainment</p> <p>Using <i>algunos / otros / muchos / demasiados</i></p> <p>Agreeing and disagreeing Talking about who inspires you</p> <p>Using the he/she form of the perfect tense</p> <p>Translating a text into English</p>	<p>Useful adjectives (<i>algunos / otros / muchos / demasiados</i>)</p> <p>Using phrases to debate a topic</p> <p>Using <i>tener ganas de</i> + infinitive</p> <p>The he/she form of the perfect tense</p> <p>Strategies for translating a text</p>	<p>AQA Theme 1</p> <p>This unit builds on maturity and development across the curriculum to understand positive and negative influences in life.</p> <p>Another past tense, the perfect tense.</p> <p>Translating skills are developed.</p>
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<u>6 weeks</u>	<u>Ciudades</u>	<p>Talking about the places in a town or city</p> <p>Asking for and understanding directions</p> <p>Talking about shops</p> <p>Shopping for souvenirs</p> <p>Describing the features of a region</p> <p>Using <i>se puede</i> and <i>se pueden</i></p> <p>Asking and responding to questions</p> <p>Planning what to do</p> <p>Using the future tense</p> <p>Using exclamations</p>	<p>Using some, many, lots of</p> <p>Saying what there is or isn't</p> <p>Asking for and understanding directions</p> <p>Polite form of address (<i>usted</i>)</p> <p>Decoding shop names</p> <p>Listening for clues</p> <p>Understanding prices expressed in different ways</p> <p><i>se puede / se pueden</i> + infinitive</p> <p>Asking and responding to questions</p> <p><i>The future tense</i></p> <p><i>Si + present, + future</i></p>	<p>AQA Theme 2</p> <p>Local, national, international and global areas of interest</p> <p>Following revision of places in town and adjectives to describe where they live, it is a good time to teach students how to make their descriptions more complex by using the same adjectives but in the superlative.</p>
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<u>6 weeks</u>	<u>Ciudades</u>	<p>Shopping for clothes and presents</p> <p>Using demonstrative adjectives</p> <p>Explaining preferences</p> <p>Talking about problems in a town</p> <p>Using <i>tan</i> and <i>tanto</i></p> <p>Using antonyms</p> <p>Describing a visit in the past</p> <p>Using different tenses together</p> <p>Extending spoken answers</p>	<p>Demonstrative adjectives</p> <p>Explaining preferences</p> <p>Using <i>tan</i> and <i>tanto</i></p> <p>Identifying antonyms</p> <p>Tackling listening exercises with new vocabulary</p> <p>Listening out for sentences in the present and imperfect</p> <p>Using three tenses together: preterite, imperfect and future</p> <p>Listening for an overall gist</p> <p>Extending spoken answers using opinions and reasons</p>	<p>AQA Theme 2</p> <p>Local, national, international and global areas of interest.</p> <p>Weather is regularly revisited as it is identified as a common mistake in exams.</p> <p>Using 3 time frames together was introduced in YR9 and is revisited at the end of each module.</p>
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<u>6 weeks</u>	<u>De costumbre</u>	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods Using <i>me gusta / me gustaría</i> Using quantity expressions	<i>Reflexive verbs</i> <i>Understanding 12-hr clock times</i> <i>Understanding verbs for different meals. Extending what you say using sequencers (primero ... y luego ...), connectives (si and donde) and opinions</i> Using <i>estar</i> for temporary states and feelings Expressions with <i>tener</i> Pronunciation of cognates Using <i>tengo dolor de</i> and <i>doler</i> to say something hurts Differentiating between <i>Me gusta / Me gustaría</i> Using quantity expressions	AQA Theme 1 Reflexive verbs and mealtimes are revisited, but with a greater emphasis on comparing life in a Spanish speaking country with life in our own
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<p><u>5 weeks</u></p>	<p><u>De costumbre</u></p>	<p>Ordering in a restaurant</p> <p>Using <i>estar</i> to describe a temporary state</p> <p>Understanding adjectives ending in – <i>ísimo</i></p> <p>Talking about a music festival</p> <p>Saying 'before' / 'after' (doing)</p> <p>Using <i>acabar de</i> + infinitive</p> <p>Exam skills and techniques leading up to PPEs</p>	<p>Using <i>estar</i> to describe a temporary state</p> <p>Understanding adjectives ending in – <i>ísimo</i></p> <p>Saying 'before' / 'after' (doing)</p> <p>Paying attention to verb forms in listening (present, preterite, near future and future)</p> <p>Using <i>acabar de</i> + infinitive</p>	<p>AQA Theme 1</p> <p>Before holiday time, we look at how to order in a restaurant and social skills and etiquette in different cultures. Spanish idioms are introduced.</p>
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