

Spanish YEAR 10 Curriculum Map

	Learning map 1	Learning map 2	Learning map 3	Learning map 4	Learning map 5
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.				
TOPIC/BIG QUESTION	<i>¡Desconéctate!</i>	<i>Ciudades</i>	<i>Mi vida en el insti</i>	<i>¡A currar!</i>	<i>¿Qué hacemos?</i>
	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Holiday activities and weather ➤ Holiday preferences ➤ Talking about a past holiday ➤ Describing a trip ➤ Booking accommodation + dealing with problems ➤ Higher numbers 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Places in town/city + directions ➤ Describing a region ➤ Shops + shopping ➤ Pros + cons of the city ➤ Describing a visit in the past 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ School subjects + opinions ➤ Comparing subjects + teachers ➤ School uniform + school day ➤ School facilities ➤ School rules + problems ➤ School exchange ➤ Activities + achievements ➤ Phrases to agree + disagree 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Jobs + job preferences ➤ Part-time job ➤ Work experience ➤ Languages + travel ➤ Applying for a job ➤ Plans for the future 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Speaking examination: role play, photo card, general conversation ➤ Writing practice ➤ Listening practice ➤ Reading practice
	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Using verbs of opinion to refer to different people ➤ Giving opinions in the past ➤ Imperfect tense + using two past tenses ➤ Reading, listening, writing and speaking practice 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Future tense ➤ Using 'se puede' + 'se pueden' + infinitive ➤ Using si + present tense + future tense ➤ Using tan and tanto ➤ Using antonyms ➤ Reading, listening, writing and speaking practice 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Using comparatives ➤ Using negatives ➤ Using present + imperfect tense ➤ Using phrases followed by the infinitive ➤ Asking and answering questions ➤ Using 'desde hace' ➤ Using direct object pronouns ➤ Reading, listening, writing and speaking practice 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Extending answers when speaking ➤ Using lo + adjective ➤ Using the 24 hour clock ➤ Using the perfect tense ➤ Writing a formal letter ➤ Using different ways to express future plans ➤ Reading, listening, writing and speaking practice 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Spontaneous use of language verbally ➤ Recognising cognates ➤ Identifying the gist ➤ Using four tenses
Prior knowledge/skills and interleaving:	<ul style="list-style-type: none"> - Key holiday vocab - Present tense of regular and irregular verbs - Use of 'cuando' as connective - Use of adverbs of frequency + sequencers - Using verbs with usted - Using ser and estar - Using three tenses 	<ul style="list-style-type: none"> - Hay + indefinite article - Use of 'e' to mean 'and' - Using ser and estar - Use of usted as polite form of address - Question words - Use of exclamations to give opinions - Using demonstrative adjectives 	<ul style="list-style-type: none"> - Opinion verbs - Adjective agreement - Recap of imperfect tense and near future tense - Using three tenses together 	<ul style="list-style-type: none"> - Negative structures - Masculine + feminine nouns - Conditional tense - Using verbs followed by the infinitive - Using the preterite + imperfect together - Using 'if' clauses 	<ul style="list-style-type: none"> - Using a range of tenses and elements of language covered during GCSE course - Recap of themes 1-4 - Building on listening, reading, writing + speaking skills

		- Using different tenses together			
Formative assessment and feedback used for data drop:	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Deep mark (week 5) with bullet points linked to GCSE writing task Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Deep mark (week 19) with bullet points linked to GCSE writing task Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Student follow up on teacher feedback given on group feedback sheets and green penning seen in books
Summative assessment & feedback used for data drop:		<ul style="list-style-type: none"> Learning map 1+2 listening, reading and writing formal assessment 		<ul style="list-style-type: none"> Learning maps 1-4 listening, reading and writing formal assessment 	<ul style="list-style-type: none"> Learning maps 1-5 listening, reading and writing formal assessment (EOY assessment) Formal speaking assessment – GCSE linked