



Year 10				
Autumn Term	Spring Term 1	Spring Term 2	Summer Term	Assessment Objectives:
¡Diviértete! (Have fun) Purpose: The purpose of this unit is to equip students with the language and skills to talk confidently about their hobbies, digital life, and social activities in Spanish. Through this module, students will learn to describe their use of technology, free-time activities, friendships, and past and future events. The unit also encourages the use of different verb tenses and grammar structures, helping learners develop greater fluency and accuracy in speaking and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: - Digital life and technology (e.g., mobile phone use, social media, apps) - Free-time and sports activities - Making plans and socialising - Describing weekend activities - Talking about bad experiences or days that went wrong	Viajes (Travel) Purpose: The purpose of this unit is to enable students to talk about holidays and travel experiences in Spanish, including destinations, transport, accommodation, and activities. They will also explore cultural aspects of the Spanish-speaking world through festivals, food, and regions like Andalucía. This unit strengthens students' ability to use a range of tenses and compare experiences, enhancing both their linguistic competence and cultural understanding.	Mi gente, mi mundo (My people, My world) Purpose: The purpose of this unit is to enable students to talk about their identity, friendships, family, and relationships in Spanish. They will develop the ability to describe people physically and emotionally, discuss social media use, give and receive advice, and express opinions on personal and social issues. This unit also supports emotional awareness and inclusion through discussion of diversity and young people's concerns, encouraging meaningful, real-life	Mi estilo de vida (My Lifestyle) Purpose: The purpose of this unit is to help students talk about healthy lifestyles, diet, and personal well-being in Spanish. Students will learn to discuss food habits, health issues, and routines, as well as compare current and past habits. The unit also supports students in forming opinions on health-related issues and making suggestions using appropriate grammar and vocabulary. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: - Healthy eating and diet - Daily routine and exercise - Illnesses and symptoms - The impact of lifestyle choices - Food and drink from Spanish-speaking countries Grammar structures covered include: - Present tense with reflexive verbs - Past tense (preterite and imperfect) for comparing past and present habits	Listening & Speaking (AO1 & AO2) - Understand a wider range of authentic spoken Spanish, including asking and answering unexpected questions fluently and with minimal support, and responding to opinions or unfamiliar contexts - Speak spontaneously in role-plays, photo tasks, and conversations on Modules 1–4 themes. Use different tenses and structures accurately to justify opinions and narrate experiences. - Use strategies to



Grammar structures covered include: - Regular and irregular present tense verbs (e.g., jugar, hacer, ver) - Opinion verbs with infinitives (e.g., me gusta hacer deporte) - Near future tense (e.g., voy a salir con mis amigos) - Preterite tense: regular and irregular forms (e.g., fui, hice, vi) - Use of direct object pronouns (lo, la, los, las) - Adjectival agreement	Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: - Types of holidays and destinations - Travel plans, transport, and accommodation - Holiday activities and experiences - Festivals in Spanish-speaking countries - Weather, places, and cultural landmarks Grammar structures covered include: - Use of me gusta(n) and me gustaría + infinitive - Se puede(n) + infinitive (impersonal structures) - Comparatives and superlatives (e.g., más... que, el más interesante)	communication. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: - Family members and descriptions - Friendships and relationships - Physical appearance and personality - Identity, values, and social issues - Social media and online habits - Problems faced by young people and giving advice Grammar structures covered include: - Possessive adjectives (e.g., mi, tu, su) - Present continuous tense (e.g., está hablando) - Ser for descriptions and estar for	- Future plans with ir + a + infinitive - Modal verbs (deber, tener que, poder) to give advice - Ser and estar for descriptions and feelings - Use of impersonal expressions	maintain communication: rephrasing, repair language, ask for clarification. Reading (AO3) - Understand authentic written texts (emails, magazine extracts, social media, festival info) within Modules 1–4 vocabulary and structures. - Translate short sentences and longer passages from Spanish into English and vice versa, showing accurate grammar and meaning . Writing (AO4) - Write short responses (40–50 words) and longer passages (80–90+ words) on Module topics, using a mixture of tenses (present, preterite,
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	• Acabar de + infinitive • Imperfect tense to describe past settings and accommodation • Preterite tense for completed past actions • Near future tense for upcoming plans • Soler + infinitive for habitual actions • Use of lo + adjective (e.g., lo mejor, lo peor)	location and mood • Reflexive verbs for relationships (e.g., llevarse bien, pelearse) • Desde hace + present tense (e.g., soy amigo de Ana desde hace tres años) • Personal a with direct objects • Para + infinitive (e.g., uso Instagram para comunicarme) • Modal verbs deberías / podrías + infinitive to give advice • Use of negatives (e.g., no... nada, tampoco, nunca)		near future, imperfect) accurately. • Include opinions, reasons, sequencing, comparatives/superlatives, and reflexive/modal structures, showing variety and developing ideas.
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