

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1/2</p> <p>iViva! Módulo 1</p> <p>iDesconéctate!</p> <p>Discussing holidays and weather.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> The preterite tense, including hacer, tener, ir and ser The present tense of regular and irregular verbs Using stem-changing verbs 	<ul style="list-style-type: none"> Revision of present and preterite tenses Hacer in the preterite tense Using different opinion phrases to add variety to what you say Present tense of regular verbs and irregular verb ser Using verbs of opinion: gustar, encantar, chiflar, molar, apasionar, flipar Referring to other people's opinions Giving reasons for activities you do by referring to your wider interests Present tense of stem changing verbs: preferir, tener and ir 	<p>Skills:</p> <ul style="list-style-type: none"> knowledge of topic-specific language listen for gist pronunciation and intonation sounds and writing apply grammar identify patterns ask and answer questions use a range of vocab/structures communicate in pairs etc. make links with English redraft to improve writing Adding variety to what you say. Listening for verb endings as clues: -o (I), -s (you), -mos (we), -n (they) Using connectives: dado que, puesto que, ya que Previous knowledge <p>Assessment – writing and translation</p>	<ul style="list-style-type: none"> Give/understand information about weather and holiday preferences Give/understand information about which activities you do on holidays Give/understand information about what you did last summer Describe in details where you stayed on holidays Give/understand information about booking accommodation and dealing with problems

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 2/3</p> <p>¡Viva! Módulo 2 Mi vida en el insti</p> <p>Talk about school day, school subjects, teachers, school rules and extra-curricular activities.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> School subjects Hobbies Time Opinion phrases Clothes Sports The present tense The preterite (past) tense The near future tense 	<ul style="list-style-type: none"> Opinion verbs: interesar, odiar, preferir Adjectival endings for colour Comparatives and superlatives Negatives: nada, nadie, ni... ni..., ningún, nunca, tampoco Imperfect and present tenses for comparing then and now Verbs with an infinitive 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> knowledge of topic-specific language listen for gist pronunciation and intonation sounds and writing apply grammar identify patterns ask and answer questions use a range of vocab/structures communicate in pairs etc. make links with English Adapt previously-learned language Use more complex language <p><u>End of unit assessment:</u> Reading and listening</p>	<ul style="list-style-type: none"> Describe school in detail (facilities, school day, timings...) Express/understand preferences about school subjects giving opinions and reasons Compare school subjects and teachers Give/understand opinions about teachers Describe school uniform Give/understand information about school rules and problems at school Give/understand about after-school activities in three different tenses.

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 3/4</p> <p>i iViva! Módulo 3 Mi gente</p> <p>Talk about what you read, family and friends and relationships.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> Near future tense Possessive adjectives Stem-changing verbs Adjectival endings Using comparatives 	<ul style="list-style-type: none"> Near future tense Possessive adjectives Using verbs in the present tense Stem changing verbs (poder, querer) Adjectival endings (-o/a, -e, consonant, -or/-ora, -ista) Using comparatives Para + infinitive Present continuous Using ser and estar Reflexive verbs 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Identify patterns Knowledge of topic-specific language Listen for gist Ask and answer questions Communicate in pairs etc. Use more complex language Language for interest/enjoyment Use reference materials Respond appropriately initiate/sustain conversations Apply grammar Reuse language they have met Adapt previously learned language Use a range of vocab/structures Make links with English Use a range of resources Language for a range of purposes Skim and scan Write clearly and coherently Deal with unfamiliar language Compare experiences 	<ul style="list-style-type: none"> Give/understand information about family Talk about socialising Describe people's personality and appearance Give/understand information about what makes a good friend Talk about the positive and negatives of social networks Talk about reading preferences Give/understand information about

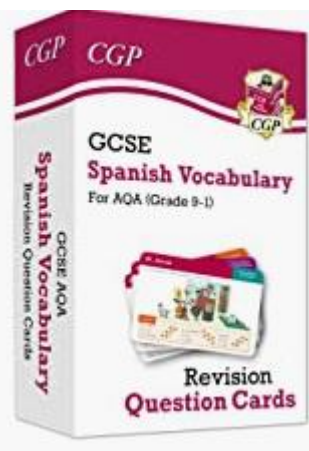
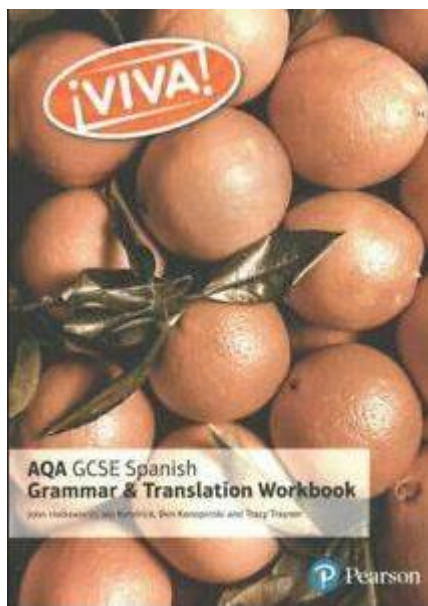
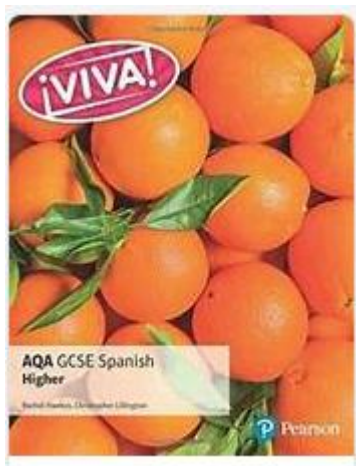
Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 5/6</p> <p>iViva! Módulo 4 Intereses e influencias</p> <p>Talk about your interests and influences including free time and technology</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> Stem-changing verbs Definite article endings Vocabulary on cinema and TV 	<ul style="list-style-type: none"> Using stem-changing verbs Definite article endings Using soler + infinitive Using the imperfect to talk about what you used to do The perfect tense Useful adjectives (algunos / ciertos / otros / muchos / demasiados / todos) 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Identify patterns Ask and answer questions Use reference materials Apply grammar Memorising Previous knowledge Pronunciation and intonation Write clearly and coherently Redraft to improve writing Make links with English Language for a range of purposes Skim and scan Respond appropriately Use more complex language Use a range of resources Use a range of vocab/structures Communicate in pairs etc. Reuse language they have met Deal with unfamiliar language Compare experiences Language for interest/enjoyment 	<ul style="list-style-type: none"> Give/understand information about free time activities Give/understand information about films and TV programs Give/understand information about music and sports Give/understand information about what is trending Talk about the pros and cons of watching films in the cinema Give/understand information about different types of entertainment Describe a role model/ a person that inspires you

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
			<u>End of year assessments:</u> closed book reading and writing tasks	
<p>iViva! Módulo 5 Ciudades</p> <p>Punto de partida + unidad 1</p> <p>Talk about and describe your city / local town, as well as future plans</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> Negatives Using different tenses The future tense Vocabulary on the local area 	<ul style="list-style-type: none"> Negatives (without indefinite articles): no, ni ... ni, tampoco Using e (a + el = al, de + el = del) Using “usted” Using se puede and se pueden Using different tenses together 	<ul style="list-style-type: none"> Listen for gist Ask and answer questions Apply grammar Use a range of vocab/structures Communicate in pairs etc. Knowledge of topic-specific language Respond appropriately Use more complex language Use a range of resources Language for a range of purposes Identify patterns Write clearly and coherently Redraft to improve writing Adapt previously learned language Language for interest/enjoyment 	<ul style="list-style-type: none"> Talk about places in town Give/ understand information about directions Describe shops in town Give / understand information about the features of a region

Resources and/or activities to support learning

Resources used in lessons and/or at home:

- Viva GCSE Higher
- Viva GCSE Grammar and translation workbook
- GCSE AQA Spanish: Vocabulary revision question cards for AQA



Useful Blooket links/apps to revise vocabulary:

[AQA GCSE Spanish | Blooket](#)

[VIVA GCSE Module 1 | Blooket](#)

[Viva GCSE Module 3 | Blooket](#)

[Viva GCSE Module 5 | Blooket](#)

[Viva GCSE Module 7 | Blooket](#)

[AQA GCSE Spanish Extra words for HIGHER only | Blooket](#)

[VIVA GCSE Module 2 | Blooket](#)

[Viva GCSE Module 4 | Blooket](#)

[GCSE Viva - Module 6 | Blooket](#)

[Module 8 Viva GCSE | Blooket](#)

Spanish – Year 10 Curriculum