

<b>DAGENHAM PARK SUBJECT CURRICULUM</b>	
<b>Subject</b>	Spanish
<b>Year Group</b>	Year 10
<b>Overview</b>	<p>Students acquire and develop skills in four main areas: Listening, Speaking, Reading and Writing. The skills are as follows:</p> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate general and specific understanding of different types of spoken language.</li> <li>• Follow and understand clear standard speech at normal speed, using familiar language across a range of specified contexts.</li> <li>• Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving increasingly more complex language, recognising the relationship between past, present and future events.</li> <li>• Deduce meaning and understand specific details from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes.</li> <li>• Recognise and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract specific information, summarise, evaluate and draw conclusions.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.</li> <li>• Take part in a short conversation, asking and questions, and exchanging opinions, including clear justification.</li> <li>• Present information and narrate events coherently and confidently, using and adapting language for new purposes to convey meaning.</li> <li>• Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate.</li> <li>• Initiate and develop conversations and discussion, producing increasingly extended sequences of speech.</li> <li>• With increasing frequency use accurate pronunciation and intonation such as to be understood by a native speaker.</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Understand and respond to different types if written language.</li> <li>• Understand general and specific details within texts using high frequency familiar language across a range of contexts.</li> <li>• Identify the overall message, key points, details and opinions in a variety if short and increasingly longer written passages, involving some more complex language, recognising the relationship between past, present and future events and aspects of the conditional and subjunctive.</li> </ul>

- Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources, involving some complex language and unfamiliar material, including short narratives and authentic materials addressing a wide range of relevant contemporary and cultural themes.
- Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts.
- Demonstrate understanding by being able to scan for particular information, organise and present relevant details, summarise, draw inferences in context and recognise implicit meaning.

#### Writing

- Beginning to communicate and interact effectively in writing for a variety of purposes across a range of specified contexts.
- Write longer texts, using simple sentences and complex structures and familiar language accurately to convey meaning, ask and answer questions and exchange information.
- Produce clear and coherent text of extended length to present facts, express ideas and opinions appropriately for different purposes and in different settings.
- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events, including aspects of the conditional and subjunctive.
- Increasingly manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register for formal and informal use.
- Make increasingly more independent, creative and complex use of language, as appropriate, to note down key points, summarise information, express and justify individual thoughts and points of view, in order to interest, inform or convince

#### Grammar

- Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events with aspects of the conditional tense.
- Make more creative and complex use of the language, as appropriate, to express and justify their own thoughts and points of view.
- Continue making confident use of important social conventions, such as formal and informal address and register.
- Translate sentences and short texts from English into the foreign language and vice-versa to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
- Dictation. Transcribing short texts in the foreign language.

Term by Term	
<b>Autumn</b>	<p><b>Identity and Culture (leisure)</b></p> <ul style="list-style-type: none"> <li>• recognise similar ideas expressed differently</li> <li>• describe people in more detail</li> <li>• use <i>ser</i> and <i>estar</i></li> <li>• talk about friends and family</li> <li>• use a range of relationship verbs</li> <li>• refer to the present and past</li> <li>• Talk about free-time activities</li> <li>• Use stem-changing verbs</li> <li>• Discuss TV programmes and films</li> <li>• Use adjectives of nationality</li> <li>• Use <i>soler</i> + infinitive to talk about habits</li> <li>• Discuss sports</li> <li>• Use the imperfect to say what you used to do</li> <li>• Discuss what is trending</li> <li>• Use the perfect tense</li> <li>• Use words with more than one meaning</li> <li>• Discuss different types of entertainment</li> <li>• Adapt a model dialogue to fit different situations</li> <li>• Talk about inspirational people</li> <li>• Use a range of past tenses</li> </ul>
<b>Spring</b>	<p><b>Local area, holiday and travel</b></p> <ul style="list-style-type: none"> <li>• Talk about places in a town (shops, places of interest, etc)</li> <li>• Ask for and understand directions</li> <li>• Describe the features of a region and/or town</li> <li>• Use <i>se puede</i> and <i>se pueden</i></li> <li>• Shopping for souvenirs, clothes and presents</li> <li>• Use demonstrative adjectives</li> <li>• Explain preferences</li> <li>• Plan activities using the future tense</li> <li>• Understand the geography of Spain</li> <li>• Talk about problems in a town</li> <li>• Use the conditional tense</li> <li>• Use synonyms and antonyms</li> <li>• Describe a visit in the past</li> <li>• Recognise and use idioms</li> </ul>
<b>Summer</b>	<p><b>Identity and culture (daily life and festivals)</b></p> <ul style="list-style-type: none"> <li>• Describe mealtimes</li> <li>• Talk about daily routine</li> <li>• Talk about illnesses and injuries</li> <li>• Asking for help at the pharmacy</li> <li>• Talk about typical foods</li> <li>• Use the passive</li> <li>• Spot words which indicate an increase/decrease</li> <li>• Compare different festivals</li> <li>• Paying attention to question words</li> <li>• Describe a special day</li> <li>• Use reflexive verbs in the preterite</li> <li>• Infer meaning in literary texts</li> </ul>

	<ul style="list-style-type: none"> <li>• Ordering food in a restaurant</li> <li>• Using absolute superlatives</li> <li>• Talk about a music festival</li> <li>• Using expressions followed by infinitives</li> </ul>
Homework	<p>Homework will be provided weekly via <i>Show My Homework</i>. Homework set will reinforce the skills learnt in lesson.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Reading exercise</li> <li>• Vocabulary learning</li> <li>• Tasks set online (Pearson Active Learn / Language Nut)</li> <li>• Writing exercise</li> <li>• Grammar exercise</li> <li>• Practice GCSE papers</li> </ul>
Additional Information	<p>Practical tips / activities for parents to support learning at home:</p> <ul style="list-style-type: none"> <li>• Bilingual dictionary</li> <li>• Access to a PC and the Internet</li> <li>• Reading and finding out about the language pupils are studying and other speaking countries</li> <li>• Completing homework each week</li> <li>• Watching television in the target language</li> <li>• Going over new vocabulary and learning it off by heart (at least once a week) - using a vocabulary book will help.</li> </ul>
Useful Resources	<ul style="list-style-type: none"> <li>• <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (Viva GCSE)</li> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a> (app available)</li> <li>• <a href="http://www.duolingo.com">www.duolingo.com</a> (app available)</li> <li>• <a href="http://www.memrise.com">www.memrise.com</a> (app available)</li> </ul>