

Year 10 – Spanish Learning Intentions Half term 4 (¡Viva! GCSE)

| What? When? Why? | Lesson 1 Learning intentions (what can a student do at the end of the lesson) | Lesson 2 Learning intentions (what can a student do at the end of the lesson) | Lesson 3 Learning intentions (what can a student do at the end of the lesson) |
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| Week 1 | Develop knowledge of stem changing verbs to talk about free-time activities. Begin to build a bank of time phrases to identify the tense of the verb used. | Use of adjectives of nationality. Express opinions about TV programs and films using the correct definite articles. | Using 'suelo + infinitive' to describe what we usually do after school. Develop knowledge of expressions of frequency. |
| Week 2 | PAZ 2 | PAZ 2 | Looking at context to identify missing words. Begin to build a bank of cognates and near-cognates to avoid common spelling mistakes. |
| Week 3 | Using the imperfect tense to express what we used to do. Use of the expression 'ya no' to describe when we no longer do something. | Use of the imperfect tense for describing things in the past. Develop knowledge of the verb 'ser' (irregular in the imperfect tense) | Talking about sports. Listening for different tenses and persons of the verb. |
| Week 4 | Talking about what's trending. Use of the perfect tense to talk about what we have done. | Listening for clues. Develop relevant strategies when hearing more than one option mentioned. | Discussing different types of entertainment. Use of 'algunos/otros/muchos/demasiados'. |
| Week 5 | Develop knowledge of agreeing and disagreeing. Using 'tener ganas de+infinitive' to express what we feel like doing. | Understand the he/she form of the perfect tense. Develop knowledge of past participles in the perfect tense. | Talking about who inspires us. Develop skills when translating a text into English. |
| Week 6 | Develop strategies for listening assessments. Identify key elements of past, present and future time frames. | Retrieve and consolidate vocabulary chunks for free time activities. Develop techniques for dealing with literary texts on reading assessments. | Develop writing skills to be able to add details, referring to TV programs, films, music and sports. |