

Year 10 – Spanish Half term 3 (¡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)
Week 1	Understand some free time activities to talk about socialising and family. Using regular and irregular verbs in the present tense.	Understand how possessive adjectives function and alter. Develop translation skills into L2.	Use “poder” and “querer” followed by the infinitive. Develop reading skills as a model for writing.
Week 2	Understand how people can be described. Understand adjectival agreement.	Understand how negatives (“tampoco”) can change the meaning of a sentence completely. Use synonyms and antonyms to create detailed descriptions.	Use comparatives to give more precision to descriptions. Create simple descriptions of yourself/friends/family.
Week 3	Understand what people use social networks for. Using “para + infinitive” to mean “in order to...” or “for...-ing” .	Develop reading skills as a model for writing. Extending responses by referring to others, using different parts of the verb.	Develop written skills through translation into L2. Improve the flow of writing using direct object pronouns to refer to things that have already been mentioned.
Week 4	Understanding arrangements. Encountering different forms of familiar verbs when listening or reading.	Improvising a conversation with a partner. Using the present continuous tense to describe what is being done at the moment.	Using ‘tengo que’ and ‘quiero’ followed by the infinitive to decline an invitation. Develop knowledge of prepositions to explain location.
Week 5	Understand reading preferences. Using frequency expressions to provide more detailed descriptions.	Develop reading skills. Recognising similar ideas expressed differently.	Adapting language to talk about reading preferences. Using a range of connectives to structure arguments clearly.
Week 6	Use ‘ser’ and ‘estar’ to describe people. Understand more descriptive language for character and appearance.	Understand more detailed description. Develop knowledge on two-part negatives.	Include similes to add a literary dimension to description. Adding specific details about a person’s location, position and mood.