

Year 10 Spanish Overview

Unit	Learning Objectives/Outcomes
Relationships with family and friends	<ul style="list-style-type: none"> tener, ser and estar present tense (see Ser or estar: Lesson activities and Ser or estar: Task 3 slide) possessive adjectives adjective agreement and position rules reflexive verbs: casarse/enfadarse/llevarse bien con comparatives más que/menos que; adverbs of frequency regular verbs in present tense; direct object pronouns interrogative words such as quién, cómo, cuántos, qué, cuándo
Home, town, neighbourhood and region	<ul style="list-style-type: none"> hay; prepositions use of unos/unas for some poder + infinitive expressions of quantity irregular verbs ir/hacer los/las que + verb; gustar enhancing descriptions using que demonstrative adjectives este, esta, estos, estas, ese, esa, esos, esas interrogatives dónde and por qué
My studies	<ul style="list-style-type: none"> tener que + infinitive deber + infinitive hay que + infinitive (compulsory subjects), porque to express reasons perfect tense regular verbs (escoger/decidir/dejar - options) Two verbs together e.g. ir a/esperar/gustar más comparative and superlative in expressing opinions about subjects use of tú and usted in informal/formal exchanges
Music, Cinema and TV, Food and eating out, Sport	<ul style="list-style-type: none"> consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar extend range of two verbs together future tense introduced e.g. weekend plans adverbs such as por lo general formation of regular adverbs such as normalmente clauses introduced by cuando and si disjunctive pronouns such as conmigo and para mí
Healthy / unhealthy living	<ul style="list-style-type: none"> recap on deber/tener que + infinitive/hay que + infinitive and introduce conditional forms – affirmative and negative es mejor/sería mejor negative nunca previous health habits using imperfect tense reflexive constructions such as se puede, se necesita present continuous

School life	<ul style="list-style-type: none"> • transfer deber/poder/hay que/querer to school rules context • quantity words mucho/demasiado/bastante (including with plurals) • perfect tense using regular and common irregular verbs (he hecho mis deberes)
Customs and festivals in Hispanic countries	<ul style="list-style-type: none"> • preterite of regular verbs and irregulars ser/ir/hacer • reflexive verbs in preterite • preterite and imperfect tenses together • describing a past event/festival • actions and opinions
Travel and tourism	<ul style="list-style-type: none"> • consolidation of preterite and imperfect tenses (see Holidays: the preterite and imperfect tenses: Teaching notes, Holidays: the imperfect tense: Teaching notes, Holidays: the preterite tense: Teaching notes) • sequencing words, expressions and phrases • antes de/después de haber etc./mientras/desde hace/acabar de developing greater complexity in spoken and written accounts of past events or experiences • weather expressions with hacer • possessive pronouns mío etc.
Post 16 Education	<ul style="list-style-type: none"> • use of 'lo' in 'lo que' and lo + adjective; building on si clauses with present and future • more complex two verb structures (tener la intención de/tener ganas de/tener el derecho de)
Marriage / partnership	<ul style="list-style-type: none"> • revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions • Gerund • revision of future tense to outline future plans • direct and indirect object pronouns