

# Spanish Year 10: Curriculum Overview



<b>Curriculum intent</b>	<p>Languages at Colne Primet Academy aim to spark curiosity and nurture a love of languages through an inclusive and ambitious curriculum, built around the three key pillars of language learning: vocabulary, grammar, and phonics. These pillars are explored through the four key skills of listening, reading, speaking, and writing, enabling students to make progress and become confident, expressive communicators—both in the target language and in their wider literacy.</p> <p>Cultural knowledge is woven into lessons to promote respect and understanding of the diverse, multicultural world we live in, supporting students to grow into responsible, informed global citizens.</p> <p>Our curriculum is designed to be motivating, enabling learners to see the value of language skills beyond the classroom. Students explore how languages can open doors to exciting opportunities in education, travel, and future careers—broadening their horizons and raising their aspirations.</p>
<b>Year 10 Overview</b>	<p>In Year 10, students begin the Edexcel GCSE Spanish course, exploring engaging and relevant topics such as identity, free time, festivals, holidays, school, family life, health, and technology. They learn to describe their own experiences and express personal opinions while also developing cultural awareness of the Spanish-speaking world. Vocabulary is sequenced and regularly revisited to support retention and fluency, and phonics continues to be taught explicitly to build accurate pronunciation and confident reading.</p> <p>Students expand their grammatical knowledge to include the present, preterite, near future, and imperfect tenses, and are introduced to the simple future and conditional for expressing plans and hypothetical ideas. They also use more complex structures such as direct object pronouns, reflexive verbs, comparatives, possessive adjectives, and si clauses. Throughout the year, students practise combining multiple tenses to develop more fluent and natural communication.</p> <p>All four language skills—listening, reading, speaking, and writing—are developed in line with the GCSE assessment structure, where each is equally weighted at 25%. Students also build their translation skills, working from English into Spanish and vice versa, reinforcing grammatical accuracy and vocabulary recall. In speaking, students practise photo descriptions, role plays, and general conversations, while in writing, they learn to produce extended responses with increasing independence. Reading and listening tasks develop students' ability to understand longer, more complex texts, identify different tenses, and infer meaning. Phonics and decoding strategies continue to be reinforced to support reading confidence and overall literacy.</p>

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Week Number	Themes/ Topics	Vocabulary	Grammar	Phonics	Key Assessments
1-6 (Autumn 1)	Free time & Social media	<ul style="list-style-type: none"> <li>Spanish-speaking countries and cultural references</li> <li>Describing yourself: personality</li> <li>Digital life: phones, internet use, and social media</li> <li>Free-time activities and hobbies</li> <li>Expressing opinions and preferences</li> <li>Planning and arranging social outings (e.g. cinema trips)</li> <li>Weekend activities and past events</li> <li>Reactions to events (e.g. good/bad weekends, disasters)</li> <li>Film types and leisure-related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Present tense: regular verbs (e.g. usar, navegar, chatear)</li> <li>Present tense: irregular verbs (e.g. hacer, salir, ver)</li> <li>Verbs of opinion + infinitive (e.g. me gusta usar...)</li> <li>Near future tense (ir + a + infinitive)</li> <li>Preterite tense: regular verbs (e.g. visité, salí)</li> <li>Preterite tense: irregular verbs (e.g. hice, fui, tuve)</li> <li>Use of direct object pronouns (lo, la, los, las)</li> <li>Combining present, preterite, and near future tenses in writing</li> <li>Basic agreement rules (e.g. gender, number)</li> </ul>	<ul style="list-style-type: none"> <li>A/e/i/o/u</li> <li>Ca/co/cu</li> <li>Cu + vowel</li> <li>Ch</li> <li>ce/ci</li> </ul>	End of module assessment - Writing
7-13 (Autumn 2)	Holidays (Past tense) & Festivals	<ul style="list-style-type: none"> <li>Holiday destinations and places to visit</li> <li>Types of transport for travel</li> <li>Holiday activities (e.g. swimming, sightseeing, relaxing)</li> <li>Weather expressions (especially for photo descriptions)</li> <li>Festivals and celebrations in Spanish-speaking countries</li> <li>Adjectives to express preferences and opinions</li> <li>Key question words (¿Dónde? ¿Cómo? ¿Qué?)</li> </ul>	<ul style="list-style-type: none"> <li>Conditional tense (e.g. me gustaría, viajaría) for expressing preferences</li> <li>Preterite tense (regular and irregular verbs) for past holidays</li> <li>Regular: visité, comí, viajé</li> <li>Irregular: fui, hice, vi</li> <li>Use of sequencing phrases (primero, luego, después, finalmente)</li> <li>Using the third person in the preterite (e.g. mi madre fue...)</li> <li>Reinforcement of question formation and responses in past and conditional tenses</li> </ul>	<ul style="list-style-type: none"> <li>LI/I</li> <li>Que</li> <li>Qui</li> </ul>	Mid-year Assessments  Reading, Listening, Writing, Speaking

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		<ul style="list-style-type: none"> <li>• Photo description phrases (e.g. En la foto hay...)</li> </ul>			
<p><b>14-18</b> <b>(Spring 1)</b></p>	<p>Holidays</p> <p>Family</p>	<ul style="list-style-type: none"> <li>• Types of accommodation (hotel, hostel, camping, etc.)</li> <li>• Holiday locations and descriptions</li> <li>• Daily holiday activities (present and past)</li> <li>• Family members and relationships</li> <li>• Physical appearance and personality adjectives</li> <li>• Social media activities and preferences</li> <li>• Connectives and time markers (e.g. normalmente, ayer, mañana, siempre, nunca)</li> <li>• Descriptive language for places (tranquilo, turístico, bonito, etc.)</li> <li>• Photo description phrases (location, weather, people, actions)</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect tense to describe places and ongoing past situations (e.g. era, había, tenía)</li> <li>• Present tense for regular holiday routines (e.g. suelo ir, juego, salgo)</li> <li>• Preterite tense revision and consolidation (regular and irregular verbs)</li> <li>• Near future tense (e.g. voy a viajar...)</li> <li>• Possessive adjectives (mi, tu, su, nuestro...)</li> <li>• Comparatives and superlatives (más... que, el más...)</li> <li>• Present continuous tense (está + gerund: está comiendo, están hablando)</li> <li>• Grammar consolidation across tenses for extended written work and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Ge/gi</li> <li>• j</li> <li>• H</li> <li>• v/b</li> </ul>	<p>End of module assessment – Reading &amp; Listening</p>
<p><b>19-24</b> <b>(Spring 2)</b></p>	<p>Family &amp; Celebrity culture</p>	<ul style="list-style-type: none"> <li>• Celebrities and famous personalities</li> <li>• Activities related to celebrities and achievements</li> <li>• Descriptions of best friends (appearance, personality, habits)</li> <li>• Vocabulary for relationships (e.g. discutimos, me llevo bien con...)</li> </ul>	<ul style="list-style-type: none"> <li>• Preterite tense for describing past celebrity actions and weekend events</li> <li>• Present tense (1st, 2nd, 3rd person) for opinions and descriptions</li> <li>• Reflexive verbs (e.g. me llevo bien, se pelea con...)</li> <li>• Using adjectives accurately with agreement and placement</li> <li>• Direct and indirect object pronouns (e.g. lo/la, le/les)</li> </ul>	<ul style="list-style-type: none"> <li>• J</li> <li>• Ge/gi</li> <li>• gue/gui</li> </ul>	<p>End of module assessment: Reading, Listening &amp; Speaking</p>

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		<ul style="list-style-type: none"> <li>Qualities of a good friend (fiel, simpático, divertido, etc.)</li> <li>Weekend activities and plans with friends</li> <li>Personal values and what's important (la amistad, la salud, la familia, etc.)</li> <li>Opinions on social media and its effects</li> <li>Common teenage problems (estrés, presión académica, acoso escolar, etc.)</li> <li>Useful advice and suggestions</li> <li>Vocabulary for family celebrations (cumpleaños, bodas, Navidad, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion phrases with different tenses (e.g. pienso que fue, creo que es...)</li> <li>Giving advice using conditional or modal verbs (deberías, es importante que...)</li> <li>Use of comparatives/superlatives in describing people</li> </ul>		
<p><b>25-30</b> <b>(Summer 1)</b></p>	Healthy Lifestyle	<ul style="list-style-type: none"> <li>Food and drink related vocabulary and meal times</li> <li>Daily routine activities and common verbs</li> <li>Time expressions and frequency adverbs</li> <li>Healthy lifestyle and diet-related terms</li> <li>Childhood activities and routines</li> <li>Illnesses, symptoms, and health-related vocabulary</li> <li>Lifestyle change terminology</li> <li>Comparative and superlative language</li> <li>Linking words and opinion expressions</li> <li>Advice and suggestion phrases</li> </ul>	<ul style="list-style-type: none"> <li>Present tense of regular, irregular, and reflexive verbs</li> <li>Use and placement of frequency adverbs</li> <li>Telling the time with "ser"</li> <li>Imperative forms for giving advice and commands</li> <li>Use of "hay" for existence statements</li> <li>Modal verbs plus infinitive for advice (deber, tener que)</li> <li>Imperfect tense for past habitual actions and background information</li> <li>Contrast between imperfect and preterite tenses</li> <li>Use of "soler" + infinitive for past routines</li> <li>Comparatives and superlatives for making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Ch</li> <li>Ca/co/cu</li> <li>Cu + vowel</li> <li>Ce/ci</li> <li>rr/r</li> </ul>	End of Module assessment - Writing

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			<ul style="list-style-type: none"> <li>• Si clauses Type 1 (conditional statements)</li> <li>• Future tense formation and use</li> <li>• Differences between ser vs estar, por vs para</li> <li>• Direct and indirect object pronouns</li> <li>• Use of opinion phrases in multiple tenses</li> </ul>		
31-38 (Summer 2)	School	<ul style="list-style-type: none"> <li>• Vocabulary for describing school environment and school year</li> <li>• Terms for school uniform and clothing items</li> <li>• Daily school schedule and activities during break and after school</li> <li>• School subjects and expressing opinions about them</li> <li>• Vocabulary related to school rules and regulations</li> <li>• Study habits and related actions</li> <li>• Describing teachers' personality and appearance</li> <li>• Vocabulary connected to school trips and excursions</li> <li>• Expressions for improvements and future intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense verbs for describing routines and habits</li> <li>• Expressing opinions using present tense and simple phrases</li> <li>• Simple future tense (ir + a + infinitive) for plans and intentions</li> <li>• Conditional tense to express hypothetical improvements or suggestions</li> <li>• Use of modal verbs for advice related to study habits and school rules</li> <li>• Comparative structures for evaluating subjects and teachers</li> <li>• Use of adjectives with correct agreement to describe people and things</li> <li>• Use of reflexive verbs for daily school routines</li> <li>• Imperative mood for expressing rules and commands</li> <li>• Question formation for asking about school preferences and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Z</li> <li>• ñ/n</li> <li>• R/rr</li> <li>• Ce/ci</li> <li>• u</li> </ul>	GCSE Mock Reading, Listening, Writing

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