

Year 10 Autumn Half Term 1	<i>¡Viva!</i> Edexcel Higher Unit number and title	Content	Grammar
Week 1	<i>Unidad 1</i> pp. 8–9 <i>¿Qué haces en verano?</i>  (Parts of <i>Punto de partida</i> pp. 6-7)	Saying what you do in summer Using the present tense Listening to identify the person of the verb	Present tense of regular verbs and irregular verb <i>ser</i> Adding variety to what you say Listening for verb endings as clues: -o (I), -s (you), -mos (we), -n (they)
Week 2	<i>Unidad 2</i> pp. 10–11 <i>¿Cómo prefieres pasar las vacaciones?</i>	Talking about holiday preferences Using verbs of opinion to refer to different people Understanding percentages	Using verbs of opinion: <i>gustar, encantar, chiflar, molar, apasionar, flipar</i> Referring to other people’s opinions Using connectives: <i>dado que, puesto que, ya que</i> Giving reasons for activities you do by referring to your wider interests Understanding percentages Present tense of stem changing verbs: <i>preferir, tener</i> and <i>ir</i>
Week 3	<i>Unidad 3</i> pp. 12–13 <i>¡Destino Barcelona!</i>	Saying what you did on holiday Using the preterite tense Using different structures to give opinions	Preterite tense of regular verbs and irregular verbs <i>ser</i> and <i>ir</i> Listening for ways to give opinions about the past Listening for and using examples of sequencers ( <i>primero, luego, más tarde, después, finalmente</i> ) and opinion phrases ( <i>lo mejor/peor</i> ) Verbs in the ‘we’ form
Week 4	<i>Unidad 4</i> pp. 14–15 <i>¿Cómo era?</i>	Describing where you stayed Using the imperfect tense Working out the meaning of new words	Imperfect tense of <i>estar, tener, ser, haber</i> Using <i>ser</i> or <i>estar</i> in the imperfect for descriptions in the past Varying your language while speaking
Week 5	<i>Unidad 5</i> pp. 16–17 <i>Quisiera reservar...</i>	Booking accommodation and dealing with problems Using verbs with <i>usted</i> Using questions to form answers	Question words: <i>Cuándo / cuánto / a qué hora</i> Using questions to form answers Using <i>usted</i> in formal situations
Week 6	<i>Unidad 6</i> pp. 18–19 <i>Mis vacaciones desastrosas</i>	Giving an account of a holiday in the past Using three tenses together Identifying positive and negative opinions	Using three tenses together (present, preterite, imperfect) Identifying positive and negative opinions (while listening)
Week 7		End of Unit Assessment	

Year 10 Autumn Half Term 2	<i>¡Viva!</i> Edexcel Higher Unit number and title	Content	Grammar
Week 1	<i>Punto de partida 1/2</i> pp. 28–31	Giving opinions about school subjects Describing school facilities Describing school uniform and the school day Using adjectives	Opinion verbs: <i>interesar, odiar, preferir</i> Adjectival endings for colour Talking about when you do things
Week 2	<i>Unidad 1</i> pp. 32–33 <i>¿Qué tal los estudios?</i>	Talking about subjects and teachers Using comparatives and superlatives Justifying opinions using a range of language	Comparatives and superlatives Giving reasons in your answers
Week 3	<i>Unidad 2</i> pp. 34–35 <i>¡Mi nuevo insti!</i>	Describing your school Using negatives Comparing then and now	Negatives: <i>nada, nadie, ni... ni..., ningún, nunca, tampoco</i> Imperfect and present tenses for comparing then and now
Week 4	<i>Unidad 3</i> pp. 36–37 <i>¡Está prohibido!</i>	Talking about school rules and problems Using phrases followed by the infinitive Tackling harder listening exercises	Verbs with an infinitive Applying pronunciation patterns Speaking more expressively by using exclamations: <i>¡Qué va!, ¡Qué horror!</i> Listening skills: dealing with distractors; hearing things in different words to the ones on the page
Week 5	<i>Unidad 4</i> pp. 38–39 <i>¡Destino Zaragoza!</i>	Talking about plans for a school exchange Using the near future tense Asking and answering questions	Using the near future tense to say what you are going to do Forming questions using: <i>¿Cuándo? ¿Qué? ¿Cómo? ¿A qué hora? ¿Dónde?</i> Using sequencers and time expressions to give structure to writing
Week 6	<i>Unidad 5</i> pp. 40–41 <i>Mis clubs y mis éxitos</i>	Talking about activities and achievements Using object pronouns Saying how long you have been doing something	<i>Desde hace</i> + present tense Direct object pronouns ( <i>lo / la / los / las</i> ) Understanding time expressions: past, present, future
Week 7		End of Unit Assessment	

Year 10 Spring Half Term 1	<i>¡Viva!</i> Edexcel Higher Unit number and title	Content	Grammar
Week 1	<i>Unidad 1</i> pp. 76–77 <i>¿Qué sueles hacer?</i>  (Parts of <i>Punto de Partida 1/2</i> pp. 72-74 could be used as a starter)	Talking about what you usually do Using <i>soler</i> + infinitive Identifying correct statements about text	<i>soler</i> + infinitive Using direct object pronouns to avoid repetition Identifying correct statements about a text Using a variety of preterite tense verbs to describe a music concert
Week 2	<i>Unidad 2</i> pp. 78–79 <i>¡Fanático del deporte!</i>	Talking about sports Using the imperfect tense to say what you used to do Listening for different tenses	Using the imperfect tense to say what you used to do: regular / irregular verbs ( <i>ser, ir, ver</i> ) Using <i>ya no</i> and <i>todavía</i> Listening for present and imperfect tense verb endings
Week 3	<i>Unidad 3</i> pp. 80–81 <i>#Temas del momento</i>	Talking about what’s trending Using the perfect tense Using words which have more than one meaning	The perfect tense (regular / irregular past participles) Using <i>ya</i> and <i>todavía</i> with the perfect <i>Acabar de</i> + infinitive
Week 4	<i>Unidad 4</i> pp. 82–83 <i>En directo</i>	Discussing different types of entertainment Using <i>algunos / ciertos / otros / muchos / demasiados / todos</i> Adapting a model dialogue to fit different situations	Useful adjectives ( <i>algunos / ciertos / otros / muchos / demasiados / todos</i> ) Using the near future and <i>tener ganas de...</i> Adapting a model dialogue to fit different situations
Week 5	<i>Unidad 5</i> pp. 84–85 <i>Modelos a seguir</i>	Talking about who inspires you Using a range of past tenses Talking about dates	Using a range of past tenses (imperfect, preterite, perfect) Referring to different years in Spanish
Week 6			
Year 10 Spring Half Term 2	<i>¡Viva!</i> Edexcel Higher Unit number and title	Content	Grammar
Week 1	<i>Unidad 1</i> pp. 98–99 <i>¿Cómo es tu zona?</i>  (Parts of <i>Punto</i>	Describing the features of a region Using <i>se puede</i> and <i>se pueden</i> Asking and responding to questions	<i>se puede / se pueden</i> + infinitive Asking and responding to questions

	<i>de Partida 1/2</i> pp. 94-97 could be used as a starter)		
Week 2	<i>Unidad 2</i> pp. 100–101 <i>¿Qué haremos mañana?</i>	Planning what to do Using the future tense Understanding the geography of Spain	<i>The future tense</i> <i>Si + present, + future</i>
Week 3	<i>Unidad 3</i> pp. 102–103 <i>De compras</i>	Shopping for clothes and presents Using demonstrative adjectives Explaining preferences	Demonstrative adjectives Explaining preferences
Week 4	<i>Unidad 4</i> pp. 104–105 <i>Los pros y los contras de la ciudad</i>	Talking about problems in a town Using <i>tan</i> and <i>tanto</i> Using antonyms	The conditional Irregular verbs in the conditional so..., so much..., so many... Listening for known language in different tenses Using different tenses together (present, imperfect, perfect, conditional)
Week 5	<i>Unidad 5</i> pp. 100–101 <i>¡Destino Arequipa!</i>	Describing a visit in the past Using different tenses together Recognising and using idioms	Using the preterite and the imperfect Understanding two meanings of <i>me quedé</i>
Week 6			

Year 10 Summer Half Term 1	<i>¡Viva!</i> Edexcel Higher Unit number and title	Content	Grammar
Week 1	<i>Punto de partida 1/2</i> pp. 116–119	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy	<i>Reflexive verbs</i> <i>Understanding 12-hr clock times</i> <i>Understanding verbs for different meals.</i> <i>Extending what you say using sequencers (primero ... y luego ...), connectives (si and donde) and opinions</i> Using <i>estar</i> for temporary states and feelings Expressions with <i>tener</i> Pronunciation of cognates Using <i>tengo dolor de</i> and <i>doler</i> to say something hurts
Week 2	<i>Unidad 1</i> pp. 120-121 <i>Sabores del mundo</i>	Talking about typical foods Using the passive Spotting words which indicate an increase / decrease	The passive Spotting words which indicate an increase / decrease
Week 3	<i>Unidad 2</i> pp.122–123 <i>¡De fiesta!</i>	Comparing different festivals Avoiding the passive Paying attention to question words	Avoiding the passive Paying attention to question words Using the ‘they’ form of different verbs
Week 4	<i>Unidad 3</i> pp.124–125 <i>Un día especial</i>	Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text	Preterite tense of reflexive verbs Inferring meaning in literary texts
Week 5	<i>Unidad 4</i> pp. 120–121 <i>¡A comer!</i>	Ordering in a restaurant Using absolute superlatives Spotting irregular verb patterns in the preterite	Absolute superlatives Irregular verbs in the preterite tense ( <i>tener, poner, poder, venir, traer, decir</i> ) Using the preterite and imperfect correctly to talk about the past
Week 6	<i>Unidad 5</i> pp. 128–129 <i>El festival de música</i>	Talking about a music festival Using expressions followed by the infinitive Adding interest when narrating a story	Expressions followed by the infinitive ( <i>para, al, sin, antes de, después de...</i> ) Adding interest when narrating a story
Year 10 Summer Half Term 2	<i>¡Viva!</i> Edexcel Higher Teaching and resources		

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|  | <ul style="list-style-type: none"><li>• Finish off any modules that are incomplete so far</li><li>• Fill in Speaking Booklets for any modules completed so far</li><li>• Have a look over Module 3 (covered in Year 9), and refresh this content</li><li>• Work on Speaking cards, roleplays and translations</li><li>• Project on Spanish/ South American festival- prepare a presentation to talk about your chosen topic</li><li>• Film- show a film of your choice (age-appropriate) and pupils should prepare a film review based on this.</li></ul> |
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Week 1	<i>Unidad 1</i> pp. 140-141 <i>¿Qué haces para ganar dinero?</i>  (Parts of <i>Punto de Partida 1</i> pp. 138-139 could be used as a starter)	Talking about how you earn money Using <i>soler</i> in the imperfect tense Using verbs in different forms	<i>Soler</i> in the imperfect tense Using verbs in different tenses (including infinitives) and persons of the verbs
Week 2	<i>Unidad 2</i> pp.142–143 <i>Mis prácticas laborales</i>	Talking about work experience Using the preterite and imperfect together Using alternatives to ‘and’	Using the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past Using alternatives to ‘and’ ( <i>no solo ..., sino también; tanto ... como ....</i> ) Using a variety of tenses (present, perfect, future and conditional)
Week 3	<i>Unidad 3</i> pp.144–145 <i>¿Por qué aprender idiomas?</i>	Talking about the importance of learning languages Using the present and the present continuous Using <i>saber</i> and <i>conocer</i>	Present and present continuous Listening out for clue words, being aware of distractors <i>Saber</i> and <i>conocer</i>
Weeks 4 and 5	Revision and Assessment		
Week 6	<i>Unidad 4</i> pp. 146–147 <i>Solicitando un trabajo</i>	Applying for a summer job Using indirect object pronouns Writing a formal letter	The perfect tense Writing a formal letter
Week 7	<i>Unidad 5</i> pp. 148–149 <i>Un año sabático</i>	Discussing gap years Revising the conditional Using the 24-hour clock	The conditional The imperfect subjunctive Using the 24-hour clock
Year 11 Autumn Term 2	<i>¡Viva!</i> Edexcel Higher Unit number and title	Content	Grammar
Week 1	<i>Módulo 7</i> <i>Unidad 6</i>	Discussing plans for the future	Talking about future plans (using <i>quiero, tengo la intención de, espero, pienso, voy a, me gustaría...</i> )

	pp. 150-151 <i>El futuro</i>	Using different ways to express future plans Using 'if' clauses	<i>Cuando</i> + present subjunctive Forming questions (including with reflexive verbs)
Week 2	<i>Módulo 8</i> <i>Unidad 1</i> pp.164–165 <i>¡Piensa globalmente!</i>  (Parts of <i>Punto de Partida 1</i> pp. 160-163 could be used as a starter)	Considering global issues Using the superlative Listening for high numbers	The present subjunctive Listening for verbs in the subjunctive Listening for high numbers
Week 3	<i>Módulo 8</i> <i>Unidad 2</i> pp.166–167 <i>¡Actúa localmente!</i>	Talking about local actions Using the subjunctive in commands Presenting a written argument	The subjunctive in commands Presenting a written argument
Week 4	<i>Módulo 8</i> <i>Unidad 3</i> pp.168–169 <i>¡Vivir a tope!</i>	Discussing healthy lifestyles Understanding different tenses Giving extended reasons	Understanding different tenses Giving extended reasons
Week 5	<i>Módulo 8</i> <i>Unidad 4</i> pp.170–171 <i>¡El deporte nos une!</i>	Talking about international sporting events Using the pluperfect tense Explaining your point of view	The pluperfect tense Gist reading to infer overall meaning
Week 6	<i>Unidad 5</i> pp.172–173 <i>¡Apúntate!</i>	Talking about natural disasters Using the imperfect continuous Using grammar knowledge in translation	Imperfect continuous Using grammar knowledge in translation

**Year 11 Spring Term should be dedicated to the following:**

- Completion of Speaking Booklets
- Catching up with any topics not yet completed
- Grammar work, using the Grammar and Translation books
- Translation work, using the Grammar and Translation books
- Past Papers
- Going through any work that pupils would like to catch up on
- Reading and Listening Skills