

Scheme of Work - Progression

Español / Spanish / Espagnol

Año 10 / Year 10 / 3ème IGCSE based on <https://www.cambridgeinternational.org/Images/664667-2025-2027-syllabus.pdf>

Period 1	<p>Unit: Everyday activities (part 1) - Mi mundo</p> <p>Language Vocabulary→ Time expressions (e.g. telling the time, days, days of the week, months, seasons; routine and daily life at school and during free time Grammar→ Present tense with a focus on reflexive verbs and stem-changing verbs (<i>verbos bota</i>); verbs like <i>gustar</i>; <i>preferir</i>; gender/number agreement; possessive pronouns</p> <p>Competencies Recognise and use different time expressions; understand and give information about self (e.g. school, home, likes and dislikes); give and react to people's opinions; describe daily routine</p> <p>Culture and Civilisation Spanish education system</p>
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Autumn – Mid-Term Holiday

Period 2	<p>Unit: Everyday activities (part 2) - Hoy es fiesta</p> <p>Language Vocabulary→ Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) and making plans Grammar→ Countable and uncountable nouns; present tense of regular and irregular forms of verbs, including reflexive verbs and radical-changing; ir + prepositions; imperative with pronouns; structures to suggest, accept, reject a plan such as, <i>¿quieres?</i>, <i>¿le apuntas?</i>, <i>lo siento no puedo</i>; ordering and paying in restaurants <i>¿cuánto es?</i>, <i>para mí, me gustaría</i></p> <p>Competencies Understand and give information about leisure activities; read articles about traditional gastronomy; understand and create restaurant menus; listen to people talk about plans; listen to restaurant conversations; talk about what we eat; role play (in a restaurant and talking about plans); write a recipe</p> <p>Culture and Civilisation Spanish <i>bocadillos</i>; how to decline plans politely in a Spanish speaking environment; some traditional food (<i>empanadas, tapas, arepas, tamales, pintxos...</i>)</p>
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Winter Holiday

Period 3	<p>Unit: Personal and Social Life (part 1) - La amistad</p> <p>Language Vocabulary→ Character and emotions with the verbs <i>ser</i>, <i>estar</i> and <i>ponerse</i>; vocabulary associated with personality traits, feelings and social and family relationships Grammar→ Possessive pronouns; comparatives and superlatives; some idiomatic expressions (<i>llevarse bien / mal, caer bien / mal</i>); prepositions to express duration (<i>hace / desde hace, hace ... que</i>); phrasal verbs (<i>empezar a, dejar de, convertirse en</i>); structures to express agreement and disagreement; connectives of cause and effect</p> <p>Competencies Read and complete a personality test; read an article about teenage years and a campaign against bullying; listen to people talk about friendship; read and talk about friendship (relationships, problems...); give advice; give opinion and react to opinions</p> <p>Culture and Civilisation The concept of friendship of in Spanish speaking countries</p>
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Winter – Mid-Term Holiday

Period 4	<p>Unit: - Personal and Social Life (part 2) - Mis vacaciones y viajes</p> <p>Language Vocabulary→ Vocabulary associated with shopping; advertising; traveling Grammar→ Past tenses; prohibition and rules with <i>(no) hay que, (no) se puede, (no) debemos, es obligatoria, está prohibido</i>; permission with <i>se puede, nos dejan, podemos</i>; assessing and giving opinion with <i>me parece bien, creo que, está bien, es injusto</i></p> <p>Competencies Read and watch advertising campaigns; give our opinion and justify it; analyse adverts critically; write some rules for our school; listen to orders and instructions</p> <p>Culture and Civilisation Advertising campaigns in Spanish speaking countries; solidarity campaigns of NGOs (Cruz Roja Colombiana, Greenpeace and Médicos Sin Fronteras); analysis of a campaign to promote the Mediterranean diet in Spain</p>
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Spring Holiday

Period 5	<p>Unit: The world around us - Nuestro futuro</p> <p>Language Vocabulary→ Vocabulary associated with work experience; science and technology; environment and animals; climate; people and places (e.g. continents, countries and nationalities, compass points) Grammar→ Future simple; conditional phrases with <i>si (no) + present / future; seguir + gerund</i>; quantifiers; expressing certainty with <i>a lo mejor, tal vez, seguro que</i>; the nominalisation of some verbs (<i>el consumo, el reciclaje</i>)</p> <p>Competencies Read articles about the future of the environment, science and technology; listen to young people talk about their future; write about our future; talk about climate change; think of an invention and present it in class</p> <p>Culture and Civilisation Endangered species in Spain (video about the Iberian lynx); inventions that can change the world</p>
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