

## Homework Map – Year 10 SPANISH

In Key Stage 4, students will be expected to complete the following each half term:

- At least **two spelling tests** (to PREPARE for learning in class)

And:

- A **written paragraph** (to CONSOLIDATE class learning)
- OR a **research task** (to DEEPEN and EXTEND learning beyond the classroom).

Key Stage 4 students may also be set any of the following, as and when appropriate:

- Grammar-based worksheets
- Translation tasks
- Exam-style questions and/ or past papers
- Additional revision tasks

At the end of each half term, students will also need to prepare a revision resource to help them revise for the assessment. There is one assessment (at least) per half- term, based on the following topics covered in class:

	Type of assessment	Topics to revise
Term 1a	READING	Home, town, neighbourhood and region <ul style="list-style-type: none"> <li>• <i>hay</i>; prepositions</li> <li>• use of <i>unos/unas</i> for some</li> <li>• <i>poder</i> + infinitive</li> <li>• expressions of quantity</li> <li>• irregular verbs <i>ir/hacer</i></li> <li>• <i>los/las que</i> + verb; <i>gustar</i></li> <li>• enhancing descriptions using <i>que</i></li> <li>• demonstrative adjectives <i>este, esta, estos, estas, ese, esa, esos, esas</i></li> </ul> interrogatives <i>dónde</i> and <i>por qué</i>
Term 1b	SPEAKING	My studies <ul style="list-style-type: none"> <li>• <i>tener que</i> + infinitive</li> <li>• <i>deber</i> + infinitive</li> <li>• <i>hay que</i> + infinitive (compulsory subjects), <i>porque</i> to express reasons</li> <li>• perfect tense regular verbs (<i>escoger/decidir/dejar</i> - options)</li> <li>• Twoverbs together e.g. <i>ir a/esperar/gustar más</i></li> </ul>

		<ul style="list-style-type: none"> <li>comparative and superlative in expressing opinions about subjects</li> <li>use of <i>tú</i> and <i>usted</i> in informal/formal exchanges</li> <li>transfer <i>deber/poder/hay que/querer</i> to school rules context</li> <li>quantity words <i>mucho/demasiado/bastante</i> (including with plurals)</li> </ul> <p>perfect tense using regular and common irregular verbs (<i>he hecho mis deberes</i>)</p>
Term 2a	LISTENING WRITING	<p>Education post-16</p> <ul style="list-style-type: none"> <li>use of 'lo' in 'lo que' and <i>lo</i> + adjective; building on <i>si</i> clauses with present and future</li> <li>more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>)</li> <li>enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando quisiera</i>)</li> </ul>
Term 2b	READING	<p>Customs and festivals in Spanish-speaking countries/communities</p> <ul style="list-style-type: none"> <li>perfect of verbs with <i>être</i> + agreement rules</li> <li>reflexive verbs in perfect; perfect and imperfect tenses together</li> <li>describing a past event/festival; actions and opinions</li> </ul>
Term 3a	WRITING	<ul style="list-style-type: none"> <li>Revisions of all modules done so far since Y9.</li> <li>Preparation assessment</li> </ul> <p>Start of film study</p>
Term 3b	LISTENING	<p>Film Study Cultural Focus</p>