Y10 Module 1	**Title: *AQA Higher: Module 1 – Divértete (Theme 2 popular culture and Theme 3 Communication and the world around us)***	
Why are you teaching it?	AQA new GCSE Spanish Module 1 This vocabulary is taught to build foundational Spanish language skills, focusing on the themes of identity, digital life, leisure, making plans, and recounting experiences. The aim is to enable students to communicate about themselves, their interests, and their daily lives, using a range of tenses and structures. This supports the development of listening, reading, writing, and speaking skills, and prepares students for success in assessments and real-world communication.	<u>Misconceptions</u> Confusing the use of "ser" and "estar" when describing personality or temporary states. Incorrect verb conjugations, especially in the past tense (e.g., "fui" vs. "fue"). Over-reliance on literal translation from English, leading to errors with word order or false friends (e.g., "divertido" meaning "fun", not "diverted"). Forgetting to make adjectives agree in gender and number with the noun (e.g., "soy divertido" vs. "soy divertida"). Misusing negative structures (e.g., "no hago nada" vs. "hago no nada").
Why are you teaching it now ? What prior learning do students have ?	For AQA GCSE Spanish, Students should already know basic Spanish greetings, personal information, and present tense verbs. This module builds on that by introducing vocabulary and structures for describing personality, talking about technology, discussing hobbies and sports, making plans, and narrating past events. It reinforces the use of present, past, and future tenses, and encourages the use of connectives and opinion phrases.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**E/D** Will be able to complete a range of activities on leisure, free time, and cultural aspects of Spanish-speaking countries, and show some understanding of the present, past, and future tenses. **S** Will be able to complete a range of activities on leisure, free time, and cultural aspects of Spanish-speaking countries, and have a secure understanding of the present, past, and future tenses—extending where appropriate with limited support. **M** Will be able to complete a range of activities on leisure, free time, and cultural aspects of Spanish-speaking countries, and will have mastered the use of the present, past, and future tenses—extending at all times. **Oracy** - Role-plays:	<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u> Pronunciation of key vocabulary Reading through texts quickly to get the gist Picking out keywords from a text Reading aloud Dictations and Spanish spelling Phonics <u>Learning Outcomes</u> By the end of this module, students will be able to confidently describe their own and others' personalities, discuss their digital lives and leisure activities, make and respond to plans, and narrate past experiences using a range of present, past, and future tenses;

	Students practise real-life scenarios using module vocabulary, such as making plans ("¿Qué vas a hacer este fin de semana?"), describing their personality ("Soy optimista y trabajador/a"), or recounting past events ("El fin de semana pasado fui al cine"). Example activities: Booking tickets for an event Persuading someone to try a new hobby Discussing weekend plans with a friend Debates: Divide the class into groups to debate topics related to leisure and technology, e.g., "Las redes sociales son una pérdida de tiempo" ("Social media is a waste of time") or "Los deportes extraescolares son más importantes que los clubes académicos" ("Extracurricular sports are more important than academic clubs"). Students use opinion phrases ("Prefiero…", "Me encanta…", "No me gusta…") and justify their views. Hot-Seating/Interviews: One student takes on the role of a celebrity or hobbyist, while others act as journalists asking about their free time and digital life. Example questions: "¿Qué haces con tu móvil?" "¿Qué actividades te gustan hacer en tu tiempo libre?" Speed-Dating/Speed-Talking: Students pair up and discuss a series of prompts or questions for a short time (2–3 minutes) before moving to a new partner. Prompts include: "¿Qué deportes practicas?" "¿Qué hiciste el fin de semana pasado?" "¿Prefieres ver películas en casa o en el cine?" Paired Dictation and Read-Aloud Tasks:	they will express and justify opinions, use time and frequency expressions accurately, and demonstrate an understanding of cultural aspects of Spanish-speaking countries, applying key vocabulary and structures in both spoken and written Spanish. <u>Grammar Focus</u> Practising the present tense for describing activities (e.g., "escucho música", "juego al fútbol"). Using the near future tense for making plans (e.g., "voy a ir al cine", "vamos a salir"). Introducing and practising the preterite (past) tense for recounting experiences (e.g., "fui a un concierto", "jugué a los videojuegos"). Using negative structures to express what you don't do or didn't do (e.g., "no hago muchas actividades", "no me gusta", "no hice los deberes"). Making adjectives agree in gender and number with the noun (e.g., "soy divertido/divertida", "mis amigos son responsables"). Expressing and justifying opinions (e.g., "me gusta", "prefiero", "me encanta", "porque es divertido"). Using time markers and adverbs of frequency to talk about when and how often activities happen (e.g., "el fin de semana pasado", "siempre", "a veces", "la próxima semana"). Linking ideas with connectives (e.g., "y", "pero", "porque", "si"). <u>Key vocabulary</u> The module introduces vocabulary related to: Adjectives to describe personality (e.g., bueno/a, divertido/a, optimista, responsable, trabajador/a, tímido/a), Phrases for digital life and technology (e.g., ¿Qué haces con tu móvil?, uso aplicaciones, mando mensajes, saco fotos, utilizo las redes sociales), Leisure activities and sports (e.g., escuchar música, salir con mis amigos, jugar al fútbol, hacer ciclismo, ver películas, practicar natación), Time and frequency expressions (e.g., siempre, a menudo, de vez en cuando, el fin de semana pasado, la próxima semana), Opinion phrases (e.g., me gusta, no me gusta, prefiero, me encanta, porque es divertido/emocionante/relajante). This vocabulary enables students to communicate about themselves, their interests, daily routines, plans, and experiences in Spanish, using a range of tenses and structures.

	Students practise pronunciation and listening by dictating sentences to each other or reading short texts aloud, focusing on key vocabulary and phonics. Sentence Builders: Provide grids of words and phrases for students to create as many correct and varied sentences as possible within a time limit, using present, past, and future tenses. **SEND -** SEND - Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work. **Questioning** - Hinge questions, Open and Closed Questions, Probing and Clarifying Questions.	
Assessment	End of Unit 1 assessment – Listening, Reading, Speaking, Writing and translation tasks. Throughout this module there will be continual assessment and exam style questions. Learning is assessed each lesson using mini-whiteboards, in class activities - peer assessment and Hinge questions.	
What amendments are you going to make following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	