

MFL

Year 9: Spanish

<p>Assessment Opportunities Students in Year 9 are assessed on two skills per half term.</p> <p>Reading & Understanding Speaking & Reading Aloud Listening & Responding Writing & Translation</p>	<p>Literacy/Reading opportunities Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in Spanish, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p>CEIAG Links Students are prepared for spontaneous questioning that could arise in an interview/workplace as well as improving confidence in giving opinions, pronunciation and intonation.</p> <p>Students are prepared to be able to listen and respond, skills which are needed in interviews and lectures.</p> <p>Students expand skills of transcription and translation which require accuracy and attention to detail. These are all skills needed in the workplace and at university.</p>
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Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 9 Spanish Modern Foreign Language Department Scheme of Learning

Half term 1.1

[Viva-3-Modulo-1-KO.pdf](#)

Topic and Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
Week 1 Unidad 1 pp. 8–9 Cosas que me chiflan	TBAT talk about things you like TBAT use gustar with nouns in the present tense	GV2 Grammatical structures (gustar + noun) GV3 Opinions and discussions LC5 Accurate pronunciation and intonation	Definite article with opinions present tense of ser (full paradigm)	<i>Me gusta</i> <i>¿Qué cosas te gustan?</i> <i>¿Qué cosas no te gustan nada?</i> <i>Me encanta/n...</i> <i>Me chifla/n...</i> <i>Me gusta/n...</i> <i>Me gusta/n mucho...</i> <i>No me gusta/n...</i> <i>No me gusta/n nada...</i> <i>los videojuegos</i> <i>el fútbol</i> <i>la violencia</i> <i>el deporte</i>	Sound of the week: LL Sounds like English Y in “yo-yo”	

<p>Week 2 Unidad 2 pp. 10–11 Mi semana</p>	<p>TBAT talk about your week</p> <p>TBAT use regular verbs in the present tense</p>	<p>GV1 Tenses (present – regular verbs)</p> <p>LC1 Listening</p> <p>LC6 Reading comprehension</p>	<p>present tense of regular -ar, -er and -ir verbs (full paradigm)</p>	<p><i>¿Cómo organizas tu semana?</i> <i>los lunes</i> <i>los martes</i> <i>los miércoles</i> <i>los jueves</i> <i>los viernes</i> <i>los sábados</i> <i>los domingos</i> <i>los fines de semana</i> <i>monto en bici</i> <i>bailo Zumba</i> <i>saco fotos</i> <i>leo libros</i> <i>cocino para mi familia</i> <i>veo un partido de fútbol</i> <i>toco el teclado una vez a la semana</i> <i>dos veces a la semana</i> <i>a veces</i></p>	<p>Sound of the week: CH</p> <p>Sounds like English CH in “cheese”</p>	
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<p>Week 3 Unidad 3 pp. 12–13 Cartelera de cine</p>	<p>TBAT talk about films</p> <p>TBAT use the verb ir in the present tense</p>	<p>GV1 Tenses (near future)</p> <p>LC3 Conversation (dealing with unexpected)</p> <p>LC4 Expressing ideas (writing)</p>	<p>irregular verb ir (full paradigm)</p>	<p><i>una película de acción</i> <i>una película de aventuras</i> <i>una película de animación</i> <i>una película de ciencia ficción</i> <i>una película de terror</i> <i>una comedia</i> <i>una película de superhéroes</i> <i>una película de fantasía</i></p>	<p>Sound of the week: hard C</p> <p>Sounds like English C in “car”</p>	<p>Checkpoint: Peer Assessed</p>
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Topic & Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
Week 4 Unidad 4 pp. 14–15 Un cumpleaños muy especial	TBAT talk about birthday celebrations TBAT use the near future tense	GV1 Tenses (near future) LC4 Expressing ideas (speaking) LC6 Translation into English	The near future tense	<i>Mañana es mi cumpleaños. Voy a... / Vamos a...</i> <i>jugar al paintball</i> <i>ir a la bolera</i> <i>hacer karting</i> <i>sacar muchas fotos</i> <i>ir a un parque de atracciones</i> <i>montar en una montaña rusa</i> <i>pasar la noche en casa</i> <i>ver películas de terror</i> <i>¿Cómo vas a celebrar tu cumpleaños?</i> <i>¿Qué planes tienes?</i>	Sound of the week: soft C Sounds like English TH in “thing”	
Week 5 Unidad 5 pp. 16–17 ¿Dónde? ¿Quién? ¿Qué? ¿Cuándo?	TBAT understand longer, spoken texts	LC1 Listening	Grammar review	<i>Review of language from the module</i>	Sound of the week: CU + vowel Sounds like English QU in “queen”	

Topic & Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
Week 6 ¡Zona Lectura! pp. 18-19 Club de cine	TBAT read about films TBAT understand authentic texts	LC6 Reading comprehension		Review of language from the Module	Sound of the week: Z Sounds like English TH in “thing”.	Listening and Dictation: Collective Feedback Speaking and Reading Aloud: Personalised Feedback
Consolidation Week						

Explicit link to CEAIG in year 9	Career industry/ sector link
<p>To prepare students for spontaneous questioning that could arise in an interview/workplace as well as improving confidence in giving opinions, pronunciation and intonation.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p>	
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To encourage skills such as 'reading and listening for gist' or 'scanning' which can be taken into any job role to save time and be efficient.</p>	

