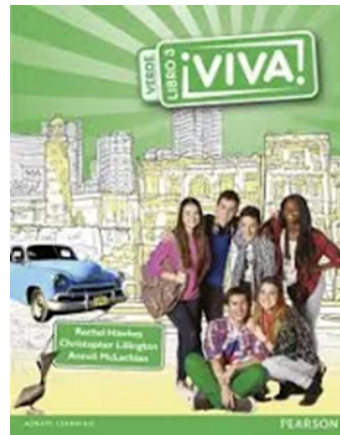


Modern Foreign Languages Department

Scheme of Learning

Year 9 Spanish
(4 hours per fortnight)



Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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”	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<p>Week 2 Unidad 2 pp. 10–11 Mi semana</p>	<p>TBAT talkabout 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></p> <p><i>los lunes</i></p> <p><i>los martes</i></p> <p><i>los miércoles</i></p> <p><i>los jueves</i></p> <p><i>los viernes</i></p> <p><i>los sábados</i></p> <p><i>los domingos</i></p> <p><i>los fines de semana</i></p> <p><i>monto en bici</i></p> <p><i>bailo Zumba</i></p> <p><i>saco fotos</i></p> <p><i>leo libros</i></p> <p><i>cocino para mi familia</i></p> <p><i>veo un partido de fútbol</i></p> <p><i>toco el teclado</i></p> <p><i>una vez a la semana</i></p> <p><i>dos veces a la semana</i></p> <p><i>a veces</i></p>	<p>Sound of the week: CH</p> <p>Sounds like English CH in “cheese”</p>	
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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>Assessment Checkpoint 1</p> <p>Collective Feedback</p>
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
Orange	Green	Blue	Purple	Red	Light Purple	Brown

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”	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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”	
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
[Orange]	[Green]	[Blue]	[Purple]	[Red]	[Purple]	[Brown]

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”.	
Consolidation Week						Assessment Checkpoint 2 Collective Feedback

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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>	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness