

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 2.1

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. 52–53 ¿Llevas una dieta sana?	TBAT talk about diet TBAT use negatives	GV2 Grammatical structures (negatives) GV4 Accuracy LC4 Expressing ideas (writing)	Expressions of frequency Negatives	<i>¿Llevas una dieta sana?</i> <i>¿Qué comes? / ¿Qué bebes?</i> <i>pescado, pan, café, fruta, leche, pasta, pasteles, caramelos, verduras, galletas todos los días a menudo a veces tres veces al día una vez a la semana</i>	Sound of the week: R Short tapped R on the roof of the mouth – compare “pero” and “perro”	

<p>Week 2 Unidad 2 pp. 54–55 ¡Preparados, listos, ya!</p>	<p>TBAT talk about an active lifestyle</p> <p>TBAT use stem-changing verbs</p>	<p>GV1 Tenses (present)</p> <p>GV3 Developing vocabulary</p> <p>LC6 Reading comprehension</p>	<p>Stem-changing verbs</p>	<p><i>¿Qué haces para estar en forma?</i> <i>Juego / prefiero jugar</i> <i>al baloncesto</i> <i>al fútbol</i> <i>a la pelota vasca</i> <i>al tenis</i> <i>al rugby</i> <i>Prefiero hacer artes marciales</i> <i>atletismo</i> <i>baile</i> <i>natación</i> <i>gimnasia</i></p>	<p>Sound of the week: RR</p> <p>Rolled R – compare “pero” and “perro”</p>	
<p>Week 3 Unidad 3 pp. 56–57 ¿Cuál es tu rutina diaria?</p>	<p>TBAT talk about your daily routine</p> <p>TBAT use reflexive verbs</p>	<p>GV1 Tenses (present)</p> <p>LC6 Translation into English</p> <p>LC2 Transcription</p>	<p>Reflexive verbs</p>	<p><i>hago natación</i> <i>ceno</i> <i>me ducho</i> <i>desayuno</i> <i>me lavo los dientes</i> <i>me despierto</i> <i>me levanto</i> <i>¿A qué hora?</i> <i>a las seis</i> <i>a las seis y media</i> <i>a las siete menos cuarto</i></p>	<p>Sound of the week: H</p> <p>Always silent, as in English “honest”</p>	<p>Checkpoint: Peer Assessed</p>

Topic & Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
Week 4 Unidad 4 pp. 58–59 ¡Me duele todo!	TBAT talk about ailments TBAT use different verbs to describe illness	GV2 Grammatical structures (me duele / me duelen) LC3 Conversation	Using the near future tense	<i>¿Qué te duele?</i> <i>Me duele...</i> <i>el pie</i> <i>el estómago</i> <i>la cabeza</i> <i>la garganta</i> <i>Me duelen...</i> <i>los dientes</i>	Sound of the week: A Sounds like A in English “apple”	
Week 5 Unidad 5 pp. 60–61 ¡Muévete!	TBAT to talk about getting fit TBAT use se debe / no se debe	GV2 Grammatical structures (se debe) LC1 Listening and responding	Using (no) se debe + infinitive	<i>Se debe...</i> <i>dormir ocho horas al día</i> <i>comer más fruta y verduras</i> <i>beber agua frecuentemente</i> <i>entrenar una hora al día</i> <i>No se debe...</i> <i>comer comida basura</i> <i>fumar</i> <i>beber alcohol</i> <i>beber muchos refrescos</i>	Sound of the week: O Sounds similar to O in English “dog”	Listening and Dictation: Collective Feedback Speaking and Reading Aloud: Personalised Feedback

Explicit link to CEAIG in year 9	Career industry/ sector link
<p>To prepare students to be able to converse with confidence and accuracy as well as listening and responding well. These skills are needed in interviews and lectures.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives as well as encouraging checking for accuracy in spelling and grammar use. 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 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>	