

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 2.2

[Viva-3-Modulo-4-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. 76–77 Niños del mundo	TBAT talk about children's lives TBAT use the he/she form of verbs	GV1 Tenses (present) GV2 Grammatical structures (adjectives) LC8 Translation into Spanish	Using the third person present tense	<i>colombiano/a</i> <i>español/a</i> <i>pakistaní</i> <i>norteamericano/a</i> <i>argentino/a</i> <i>inglés/inglesa</i> <i>peruano/a</i>	Sound of the week: E Sounds similar to E in English "fed"	

<p>Week 2 Unidad 2 pp. 78–79 Mis derechos</p>	<p>TBAT talk about children’s rights</p> <p>TBAT use the verb <i>poder</i></p>	<p>GV1 Tenses (present)</p> <p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (speaking)</p>	<p>poder (full paradigm)</p>	<p><i>Tengo derecho al amor y a la familia.</i> <i>Tengo derecho al juego.</i> <i>Tengo derecho a la educación.</i> <i>Tengo derecho a un ambiente sano.</i> <i>...pero no puedo jugar con mis amigos.</i> <i>...pero no puedo respirar.</i> <i>...pero no puedo salir a la calle.</i> <i>...pero no puedo dar mi opinión.</i> <i>...pero no puedo ir al instituto.</i></p>	<p>Sound of the week: I</p> <p>Sounds like EE in English “feed”</p>	<p>Checkpoint: Peer Assessed</p>
<p>Week 3 Unidad 3 pp. 80–81 ¿Cómo vas al insti?</p>	<p>TBAT talk about journeys to school</p> <p>TBAT use the comparative</p>	<p>GV2 Grammatical structures (the comparative)</p> <p>LC6 Reading comprehension</p> <p>LC8 Translation into Spanish</p>	<p>Using the comparative</p>	<p><i>¿Cómo vas al insti?</i> <i>Voy a caballo.</i> <i>Voy en bici.</i> <i>Voy en metro.</i> <i>Voy en autobús y en tren.</i> <i>Voy en barco.</i> <i>Voy a pie.</i> <i>¿Por qué?</i> <i>...es más rápido que ir a pie.</i> <i>...es más barato que ir en taxi.</i> <i>...es más Verde que ir en autobús.</i> <i>...es más práctico que ir en coche.</i> <i>...¡es la única opción!</i> <i>...es más seguro que nadar.</i></p>	<p>Sound of the week: U</p> <p>Sounds similar to OO in English “food”</p>	

Topic & Link to Viva 3	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<p>Week 4 Unidad 4 pp. 82–83 ¡Un mundo mejor!</p>	<p>TBAT talk about environmental issues</p> <p>TBAT use the 'we' form of verbs</p>	<p>GV1 Tenses (present and near future)</p> <p>LC1 Listening and responding</p> <p>LC5 Speaking coherently and confidently</p>	<p>Present tense of regular and irregular verbs</p>	<p><i>reciclamos / no reciclamos...</i></p> <p><i>papel</i></p> <p><i>vidrio</i></p> <p><i>botellas de plástico</i></p> <p><i>(no) malgastamos el agua</i></p> <p><i>(no) usamos la ducha</i></p> <p><i>(no) ahorramos energía</i></p> <p><i>(no) apagamos la luz</i></p> <p><i>(no) ahorramos la electricidad</i></p>	<p>Sound of the week: El</p> <p>Sounds like AI in English "paid"</p>	

<p>Week 5 Unidad 5 pp. 84–85 Recaudamos dinero</p>	<p>TBAT write about raising money for charity</p> <p>TBAT look up verbs in a dictionary</p>	<p>GV4 Accuracy</p> <p>LC4 Expressing ideas (writing)</p>	<p>Dictionary skills</p>	<p>Review of language from the module</p>	<p>Sound of the week: IE</p> <p>Sounds like YE in English “yes”</p>	<p>Reading and Translation into Spanish: Collective Feedback</p> <p>Extended Writing: Personalised Feedback</p>
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Explicit link to CEAIG in year 7	Career industry/ sector link
<p>To prepare students for spontaneous questioning that could arise in an interview/workplace.</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 for the gist' or 'scanning' which can be taken into any job role to save time and be efficient.</p>	