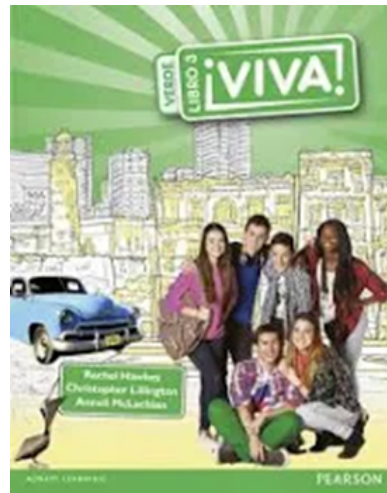


Modern Foreign Languages Department

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 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”	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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></p> <p><i>Tengo derecho al juego.</i></p> <p><i>Tengo derecho a la educación.</i></p> <p><i>Tengo derecho a un ambiente sano.</i></p> <p><i>...pero no puedo jugar con mis amigos.</i></p> <p><i>...pero no puedo respirar.</i></p> <p><i>...pero no puedo salir a la calle.</i></p> <p><i>...pero no puedo dar mi opinión.</i></p> <p><i>...pero no puedo ir al instituto.</i></p>	<p>Sound of the week: l</p> <p>Sounds like EE in English “feed”</p>	<p>Extended Writing Assessment 2</p> <p>Personalised feedback</p>
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
Orange	Green	Blue	Purple	Red	Light Purple	Brown

<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>	
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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>Assessment Checkpoint 3</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]

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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>	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness