

Subject: Spanish

Year 9 Overview 2020/21

Key content – knowledge and skills	National Curriculum/GCSE focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> - Talking about TV - Using the comparative - present tense of <i>preferir</i> (full paradigm) - making comparisons: <i>más... que...</i> - Saying what you did yesterday - Using the present and the preterite - preterite of <i>hacer</i> (full paradigm) - using the present and the preterite together - Understanding a TV guide - Tackling an authentic text - Saying what food you like - Using a wider range of opinions - <i>el agua</i> (feminine) - <i>Me gusta(n)</i> + definite article - Describing mealtimes - Using negatives - negatives: <i>no, nunca, no... nada</i> - Ordering a meal - Using <i>usted / ustedes</i> - familiar/polite 'you': <i>tú / usted / ustedes</i> - using the present and the preterite together <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"> - Discussing what to buy for a party - Using the near future - near future tense (full paradigm) - Giving an account of a party - Using three tenses together - using three tenses (present, preterite, near future) together - -ar verbs: 'we' form of preterite/present tense identical - Using coping strategies when speaking - Responding to what people say - Arranging to go out - Using <i>me gustaría</i> + infinitive - <i>a + el = al</i> - <i>de + el = del</i> - conditional: <i>me/te gustaría</i> + infinitive - Making excuses - Using <i>querer</i> and <i>poder</i> - Stem-changing verbs <i>querer, poder</i> (present tense) - Discussing getting ready to go out - Using reflexive verbs - reflexive verbs (present tense) 	<p>1. Listening</p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>2. Speaking</p> <p>2.a initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</p> <p>2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p>3. Reading</p> <p>3.b read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p>
<p><u>Spring 1</u></p> <ul style="list-style-type: none"> - Talking about clothes - Saying 'this/these' - adjective agreement (colour adjectives) - demonstrative adjective <i>este / esta / estos / estas</i> - Talking about sporting events 	<p>1. Listening</p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p>4. Writing</p>



- Using three tenses
- using three tenses (present, preterite, near future) together
- Describing a fancy outfit
- Using a dictionary
- Describing a holiday home
- Discovering more about the comparative
- Describing holiday activities
- Using the superlative
- *se puede(n) + infinitive*
- superlative: *el/la/llos/las más + adjective + de*

Spring 2

- Asking for directions
- Using the imperative
- imperative: *tú form*
- Talking about summer camps
- Learning more about using three tenses
- using three tenses (present, preterite, near future) together
- Describing a world trip
- Tackling challenging listening
- Talking about your week
- Using regular verbs in the present tense
- present tense of regular *-ar, -er and -ir* verbs (full paradigm)

Summer 1:

- Talking about films
- Using the verb *ir* in the present tense
- irregular verb *ir* (full paradigm)
- Talking about birthday celebrations
- Using the near future tense
- The near future tense
- Understanding longer spoken texts
- Using the four Ws when listening
- Saying what you have to do at work
- Using *tener que*
- *tener que + infinitive*
- Saying what job you would like to do
- Using correct adjective agreement
- adjective agreement

Summer 2:

- Saying what you did at work yesterday
- Using the preterite of regular verbs
- Preterite tense of regular verbs
- Describing your job
- Using the present and the preterite together
- Using the present and the preterite together
- The verb *ir* in the preterite tense
- Checking for accuracy and looking up new words
- Using reference materials
- Coping with authentic texts
- Skimming and scanning a text

4.b and translate short written text accurately into the foreign language.

5. Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

5.d use accurate grammar, spelling and punctuation

2. Speaking

2.b express and develop ideas clearly and with increasing accuracy, ~~both orally and in writing~~. (general conversation)

2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.

Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

5.d use accurate grammar, spelling and punctuation

4. Writing

4.a write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,

Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

5.d use accurate grammar, spelling and punctuation

3. Reading

3.a read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English **translation** of short, suitable material.

Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.d use accurate grammar, spelling and punctuation



Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut1 Spr1]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Aut2; Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Aut1; Sum1&2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum1]**
 - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)
 - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level)
 - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level)

Each skill will account for 25% of total GCSE marks.

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.

**Subject: Spanish Year 9 -
Long-term plan 2021/20**

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	V2M2 U3 Prefiero las comedias (Talking about TV; using the comparative)
Aut1-2		V2M2 U4 ¿Qué hiciste ayer? (Saying what you did yesterday; using the present and the preterite together)
Aut1-3		V2M2 U5 Reading skills: Mi guía (Understanding a TV guide; tackling an authentic text)
Aut1-4		V2M3 U1 ¿Qué te gusta comer? (Saying what food you like; using a wider range of opinions)
Aut1-5	October	V2M3 U2 ¿Qué desayunas? (Describing mealtimes; using negatives)
Aut1-6		V2M3 U3 En el restaurante (Ordering a meal; using usted/ustedes)
Aut1-7		Revision and Assessment - listening
Half term holiday		
Aut2-1	November	V2M3 U4 ¿Qué vamos a comprar? (Discussing what to buy for a party; using the near future)
Aut2-2		V2M3 U5 ¡Fiesta! (Giving an account of a party; using three tenses together: present, preterite, near future)
Aut2-3		V2M3 U6 ¿Y tú? ¿Qué opinas? (Using coping strategies when speaking; responding to what people say)
Aut2-4		V2M4 U1 ¿Te gustaría ir al cine? (Arranging to go out; using me gustaría + infinitive)
Aut2-5		V2M4 U2 Lo siento, no puedo (Making excuses; using stem-changing verbs querer and poder)
Aut2-6	December	V2M4 U3 ¿Cómo te preparas? (Discussing getting ready to go out; reflexive verbs)
Aut2-7		Revision and Assessment – speaking, reading
Christmas holiday		
Spr1-1	January	V2M4 U4 ¿Qué vas a llevar? (Talking about clothes; using the demonstrative adjective 'this/these'; adjective agreement)
Spr1-2		V2M4 U5 ¡Hoy partido! (Talking about sporting events; using three tenses together: present, preterite, near future)
Spr1-3		V2M4 U6 El baile de disfraces (Describing a fancy dress outfit; using a dictionary)
Spr1-4		V2M5 U1 ¿Qué casa prefieres? (Describing a holiday home; Discovering more about the comparative)
Spr1-5		V2M5 U2 ¿Qué se puede hacer en...? (Describing holiday activities; using the superlative; se puede(n) + infinitive)
Spr1-6	February	Revision and Assessment – listening, writing
Half term holiday		
Spr2-1	March	V2M5 U3 ¿Dónde está? (Asking for directions; using the imperative)
Spr2-2		V2M5 U4 Campamentos de verano (Talking about summer camps; learning more about using three tenses)
Spr2-3		V2M5 U5 Listening skills: ¡Destinos! (Describing a world trip; tackling challenging listening)
Spr2-4		V3M1 U1 Cosas que me chiflan (Talking about things you like; using gustar with nouns in the present tense)
Spr2-5		V3M1 U2 Mi semana (Talking about your week; using regular -ar, -er and -ir verbs in the present tense)
Spr2-6		Revision and Assessment - speaking
Easter holiday		
Sum1-1	April	V3M1 U3 Cartelera de cine (Talking about films; using the verb ir in the present tense)
Sum1-2		
Sum1-3	May	



Sum1-4		V3M1 U4 Un cumpleaños muy especial (Talking about birthday celebrations; using the near future tense)
Sum1-5		V3M1 U5 Listening skills: ¿Dónde? ¿Quién? ¿Qué? ¿Cuándo? (Understanding longer spoken texts; using the four Ws when listening)
Sum1-6		V3M2 U1 Hotel Desastre (Saying what you have to do at work; using tener que + infinitive)
		V3M2 U2 ¿En qué te gustaría trabajar? (Saying what job you would like to do; using correct adjective agreement)
		Revision and Assessment - writing
	June	Half term holiday
Sum2-1		V3M2 U3 ¿Qué tal ayer en el trabajo? (Saying what you did at work yesterday; using the preterite tense of regular verbs)
Sum2-2		V3M2 U4 ¿Cómo es un día típico? (Describing your job; using the present and the preterite together)
Sum2-3		V3M2 U5 Writing skills: Mi diccionario y yo (Checking for accuracy and looking up new words; using reference materials)
Sum2-4		V3M2 U6 ¡A trabajar! (Coping with authentic texts; skimming and scanning a text)
Sum2-5	July	Content Catch Up
Sum2-6		Revision and Assessment - reading
Sum2-7		