**Some FCSE classes follow a separate, reduced SOL which covers less units over the three year course. This is because they only have one lesson a week as opposed to two. For the units they do cover, students will still cover the same material as other classes but would be expected to do so with less detail.**

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 9- FCSE**

**Half Term 1**

|  |  |
| --- | --- |
| Number of Hours6 weeks= 6 lessons | **Theme 3 Lifestyle****Unit 5** Healthy Lifestyle**SPORT**Free time activities – when, where, time, with whom and how often; opinions and preferences of activities; **possible** - accepting and refusing invitations to participate.**Skills*** identify patterns
* memorising
* use reference materials
* listen for gist/detail
* skim and scan
* respond appropriately
* ask and answer questions
* spoken and written language
* apply grammar
* different countries/cultures
* compare experiences
* communicate in pairs etc.
* use TL in engaging topics
* pronunciation and intonation
* make links with English

Cultural Awareness* Activities of typical Spanish teenagers in comparison to free time activities in England.
* Awareness of similarities and differences between Spanish and British free time e.g. popularity of football, interest in other sports such as handball.
 |
| 6 | Free time activities* Sports vocabulary
* Hobby vocabulary
* When, where, time, with whom and how often
* Use of time expressions: a menudo, casi nunca/siempre, de vez en cuando etc.
* opinions and preferences of activities- Impersonal verbs: me gusta / encanta/ chifla/ interesa/ fastidia/ importa/da igual...
* Poder + infinitive
* Querer / me gustaría etc = infinitive
* Preferiría + infinitive
* Revision of Present tense as well as possible use of past and future tenses
* **possible** - accepting and refusing invitations to participate.
 |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Work builds on knowledge from year 7 & 8.
* Opportunity to revisit key grammatical structures and skills.
 |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 9- FCSE**

**Half Term 2**

|  |  |
| --- | --- |
| Number of Hours6 weeks= 6 lessons | **Theme 3 Lifestyle (continuation of unit from half term 1- allows opportunity to broaden knowledge)****Unit 5** Healthy Lifestyle**SPORT**Free time activities – when, where, time, with whom and how often; opinions and preferences of activities; **possible** - accepting and refusing invitations to participate.**Skills*** identify patterns
* memorising
* use reference materials
* listen for gist/detail
* skim and scan
* respond appropriately
* ask and answer questions
* spoken and written language
* apply grammar
* different countries/cultures
* compare experiences
* communicate in pairs etc.
* use TL in engaging topics
* pronunciation and intonation
* make links with English

Cultural Awareness* Activities of typical Spanish teenagers in comparison to free time activities in England.
* Awareness of similarities and differences between Spanish and British free time e.g. popularity of football, interest in other sports such as handball.
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| 6 | Free time activities* Sports vocabulary
* Hobby vocabulary
* When, where, time, with whom and how often
* Use of time expressions: a menudo, casi nunca/siempre, de vez en cuando etc.
* opinions and preferences of activities- Impersonal verbs: me gusta / encanta/ chifla/ interesa/ fastidia/ importa/da igual...
* Poder + infinitive
* Querer / me gustaría etc = infinitive
* Preferiría + infinitive
* Revision of Present tense as well as possible use of past and future tenses
* **possible** - accepting and refusing invitations to participate.
 |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Work builds on knowledge from year 7 & 8.
* Opportunity to revisit key grammatical structures and skills.
 |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 9 FCSE**

**Half Term 3**

|  |  |
| --- | --- |
| Number of Hours6 weeks= 6 lessons | **FOOD****Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* compare experiences
* use language within the classroom
* use more complex language

Cultural AwarenessTypical Spanish Foods. |
| 1 | Food ordering* Food and drink vocabulary
* Ordering food / drink in café/ Asking for the bill / questioning it.
* Numbers from 100 – 5000.
* Tener sed/ tener hambre. Use of expressions with tener.
* Forming questions
* Requests using ‘Quiero’ ‘Me gustaría’ and ‘Quisiea’
 |
| 1 | Meal times/ routine * Food and drink vocabulary
* Meal/type of food vocabulary
* Present tense
 |
| 2 | Healthy Lifestyle * Food and drink vocabulary
* Giving advice using ‘se debe’.
* Heatlhy lifestyle advice
 |
| 2 | The body* Parts of the body
* Health problems- symptoms and remedies
* Giving advice using ‘se debe’.
 |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
* Work builds on knowledge from year 7 & 8.
 |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 9 FCSE**

**Half Term 4**

|  |  |
| --- | --- |
| Number of Hours6 weeks= 6 lessons | **FCSE Portfolio-** lesson time to complete any outstanding portfolio assessments to ensure that a full portfolio can sent off to examiner. Lessons to be spent revising, preparing and completing assessments. Students are giving the time to finalise their assessments through reviewing their portfolio thus far. Students may also be given the opportunity to resit an exam to improve their grade or to take the assessment again at a higher level.  |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
* Work builds on knowledge from year 7 & 8.
 |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 9 FCSE**

**Half Term 5**

|  |  |
| --- | --- |
| Number of Hours6 weeks= 6 lessons | **All Units covered y7-9 FCSE*** To consolidate learning of FCSE topics Y7-9
* To complete FCSE portfolio and administration to ensure successful completion.
* To approach topics covered from a different perspective and focus on creative learning and projects.

Teacher choice from the following projects to enhance learning: * ‘A beginner’s guide’ booklets for Year 7 Pupils who are beginning FCSE with accompanying ‘Intro to Spanish’ mini lesson (approximate 3 weeks)
* Planning a party project to cover food, cultural knowledge, understanding of Spanish festivals etc. See FROG for resources (approximate 6 weeks)
* Online FROG videos covering a range of transactional activities such as ordering in a restaurant and asking for directions to be completed as a class (approximate 2 weeks)
* Specialist subject. Teachers can choose to return to one of the topics on the above scheme of learning and further develop students’ knowledge. For example, return to Unit 2 and look at further vocabulary to describe schools. This could then lead to a comparison between British and Spanish schools and the creation of a booklet advertising St. Anthony’s to potential Spanish students. Any materials created to be shared on FROG (approximate 4 weeks)

All topics designed to recall vocabulary, structures and skills from the previous 3 years. **Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* compare experiences
* use language within the classroom
* use more complex language

Cultural Awareness* Awareness of differences between Spain and UK.
 |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Opportunity to revisit key grammatical structures and vocabulary
* Work builds on knowledge from year 7, 8 & 9.
 |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 9 FCSE**

**Half Term 6**

|  |  |
| --- | --- |
| Number of Hours6 weeks= 6 lessons | **All Units covered y7-9 FCSE*** To consolidate learning of FCSE topics Y7-9
* To complete FCSE portfolio and administration to ensure successful completion.
* To approach topics covered from a different perspective and focus on creative learning and projects.

Teacher choice from the following projects to enhance learning: * ‘A beginner’s guide’ booklets for Year 7 Pupils who are beginning FCSE with accompanying ‘Intro to Spanish’ mini lesson (approximate 3 weeks)
* Planning a party project to cover food, cultural knowledge, understanding of Spanish festivals etc. See FROG for resources (approximate 6 weeks)
* Online FROG videos covering a range of transactional activities such as ordering in a restaurant and asking for directions to be completed as a class (approximate 2 weeks)
* Specialist subject. Teachers can choose to return to one of the topics on the above scheme of learning and further develop students’ knowledge. For example, return to Unit 2 and look at further vocabulary to describe schools. This could then lead to a comparison between British and Spanish schools and the creation of a booklet advertising St. Anthony’s to potential Spanish students. Any materials created to be shared on FROG (approximate 4 weeks)

All topics designed to recall vocabulary, structures and skills from the previous 3 years. **Skills*** identify patterns
* memorising
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* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* compare experiences
* use language within the classroom
* use more complex language

Cultural AwarenessAwareness of differences between Spain and UK. |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Opportunity to revisit key grammatical structures and vocabulary
* Work builds on knowledge from year 7, 8 & 9.
 |