

Modern Foreign Languages: Spanish
Year Group 9- FCSE
Half Term 1

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><u>Theme 3 Lifestyle</u></p> <p>Unit 5 Healthy Lifestyle</p> <p><u>SPORT</u></p> <p>Free time activities – when, where, time, with whom and how often; opinions and preferences of activities; possible - accepting and refusing invitations to participate.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • 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.
5	<p>Free time activities/routine</p> <ul style="list-style-type: none"> • 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.
	<p><u>FOOD and LIFESTYLES</u></p> <p><u>Skills</u></p>

	<ul style="list-style-type: none"> • 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 <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • Typical Spanish Foods.
2	<p>Meal times/ routine</p> <ul style="list-style-type: none"> • Food and drink vocabulary. Opinions on food (including fast food) • Meal/type of food vocabulary • Present tense
3	<p>Healthy Lifestyle (including smoking, drinking etc.)</p> <ul style="list-style-type: none"> • Food and drink vocabulary • Giving advice using 'se debe'. • Description of Healthy Lifestyle • Healthy lifestyle advice
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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 e.g. free time activities, opinions and food. • Opportunity to revisit key grammatical structures and skills. • Free time activities comes at the start of the year so that pupils can recall previous learning on leisure and activities before applying this knowledge to new unit context. • Meal time/routine allows pupils to consolidate food and drink vocabulary as well as opinions to describe meal times. Having practised a familiar context, pupils can then apply similar vocabulary to healthy lifestyles. This was covered in year 7 but here goes into greater depth. 	

Modern Foreign Languages: Spanish
Year Group 9- FCSE
Half Term 2

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><u>Theme 3 Lifestyle</u></p> <p>Unit 5 Healthy Lifestyle</p> <p><u>FOOD</u></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • Typical Spanish Foods.
2	<p>Healthy Lifestyle continued</p> <ul style="list-style-type: none"> • Food and drink vocabulary • Giving advice using 'se debe'. • Description of Healthy Lifestyle • Healthy lifestyle advice • Looking at food in the Hispanic world
4	<p>Food and ordering</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Forming questions • Requests using 'Quiero' 'Me gustaría' and 'Quisiera'
4	<p>The body</p> <ul style="list-style-type: none"> • Parts of the body • Health problems- symptoms and remedies • Giving advice using 'se debe'.
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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 (see above) • Opportunity to revisit key grammatical structures and skills. • Healthy lifestyles is continue to allow flow and build up of learning from previous half term. • Pupils then apply vocabulary to new context for ordering and expand what they have seen in year 7. • The body is an unfamiliar topic so is covered last so that pupils can use this knowledge to add to their descriptions of healthy lifestyle. 	

Modern Foreign Languages: Spanish
Year Group 9 FCSE
Half Term 3

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><u>Theme 4 My Community</u> Unit 8 Celebrations</p> <p>Birthdays and weddings: when; how celebrated, gifts and who from Various festivals: Fireworks – opinions; Mother’s Day – gifts; Easter; New Year; Hallowe’en; Pancake Day; Christmas; St Valentine’s Day Parties and things to bring Carnivals and other Spanish festivals End of exams and ways of celebrating</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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
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	<u>Cultural Awareness</u> <ul style="list-style-type: none"> Different festival in Spain and comparison with UK.
3	Birthdays <ul style="list-style-type: none"> When How celebrated Gifts/presents Expressing and justifying opinions Present, past and future tense.
3	Weddings <ul style="list-style-type: none"> When How celebrated Expressions and justifying opinions Present, past and future tense
4	Various festivals <ul style="list-style-type: none"> Fireworks – opinions; Mother’s Day – gifts; Easter; New Year; Hallowe’en; Pancake Day; Christmas; St Valentine’s Day. Parties and things to bring. Vocabulary and language related to the celebration of these festivals Describing how you celebrate these festivals Expressing and justifying opinions Present, past and future tense Preterite tense preterite tense rules (extension of preterite tense) – regular and common irregular verbs (ser, estar, tener, hacer, ir) possible- reflexive verbs in preterite, perfect and imperfect tenses together describing a past event / festival; actions and opinions
<u>Reasons behind order of topic in this half term</u> <ul style="list-style-type: none"> 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 e.g. activities and opinions. Pupils look first at personal celebrations and how they celebrate before looking at more wider celebrations. Vocabulary of how festivals is celebrated is continually expanded upon and looked at in new contexts. 	

Modern Foreign Languages: Spanish
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Half Term 4

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><u>Theme 4 My Community</u></p> <p>Unit 8 Celebrations</p> <p>Birthdays and weddings: when; how celebrated, gifts and who from</p> <p>Various festivals:</p> <p>Fireworks – opinions; Mother’s Day – gifts; Easter; New Year; Hallowe’en; Pancake Day; Christmas; St Valentine’s Day</p> <p>Parties and things to bring</p> <p>Carnivals and other Spanish festivals</p> <p>End of exams and ways of celebrating</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • skim and scan • compare experiences • use language within the classroom • use more complex language <p><u>Cultural Awareness</u> Different festival in Spain and comparison with UK.</p>
6	<p>Spanish festivals</p> <ul style="list-style-type: none"> • Describing spanish festivals • Knowledge of spanish festivals • Expressing and justifying opinions • Present, past and future tense
4	<p>End of exams and ways of celebrating</p> <ul style="list-style-type: none"> • How celebrated • Expressing and justifying opinions • future tense
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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. • Having looked at festivals closer to home in first half term, pupils apply vocabulary knowledge and understanding to Spanish festivals. • As they are so close to the end of their FCSE portfolio- we end on a high with how to celebrate! 	

Modern Foreign Languages: Spanish
Year Group 9 FCSE
Half Term 5

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>6 weeks = 12 lessons</p>	<p><u>All Units covered y7-9 FCSE</u></p> <ul style="list-style-type: none"> - 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. <p>Teacher choice from the following projects to enhance learning:</p> <ul style="list-style-type: none"> - '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) <p><i>All topics designed to recall vocabulary, structures and skills from the previous 3 years.</i></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • Awareness of differences between Spain and UK.
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- 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.
- Teacher's make an individual choice as to which projects to complete first according to the ability, needs and interests of their class.

Modern Foreign Languages: Spanish
Year Group 9 FCSE
Half Term 6

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>6 weeks = 12 lessons</p>	<p><u>All Units covered y7-9 FCSE</u></p> <ul style="list-style-type: none"> - 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. <p>Teacher choice from the following projects to enhance learning:</p> <ul style="list-style-type: none"> - '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) <p><i>All topics designed to recall vocabulary, structures and skills from the previous 3 years.</i></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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
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	<u>Cultural Awareness</u> Awareness of differences between Spain and UK.
<ul style="list-style-type: none"> • 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. • Teacher's make an individual choice as to which projects to complete first according to the ability, needs and interests of their class. 	