

Share Multi Academy Trust Curriculum Plan MFL

Subject: Spanish	Year: 9	Ability: All
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic	Mi vida escolar	El mundo del trabajo	Mi vida social	La salud
Topic overview	Life at school	The world of work	Social life	Healthy living
Students will learn...	How to describe different elements of school life in the past, present and future tenses.	How to refer to future careers and jobs using the conditional tense.	How to describe different elements of free time including use of technology and social media.	How to describe what a healthy/unhealthy lifestyle looks like and communicate in different tenses.
Components	<p>Students can understand and provide information about school life so that they can respond to key questions.</p> <p>Students can understand and use opinion phrases so that they can express their opinion about school using more complex structures</p> <p>Students can use complex structures so that they can describe school facilities (I have always wanted, I am lucky, I would like there to be)</p> <p>Students can use modal verbs so that they can describe school rules</p> <p>Students can use key language with modal verbs so that they can describe school uniform.</p> <p>Students can use sequencers so that they can give detailed narrative about their school day.</p> <p>Students can use the past tense so that they can describe things that have happened at school.</p>	<p>Students can understand and use vocabulary for jobs and careers so that they can describe what other people do</p> <p>Students can use the conditional form of key verbs so that they can express their future plans and aspirations.</p> <p>Students can use complex structures so that they can create more sophisticated sentences about future aspirations</p> <p>Students can use key vocabulary so that they can describe advantages of certain jobs and careers</p> <p>Students can understand and use key vocabulary so that they can describe personal qualities and weaknesses in relation to work and applying for jobs.</p> <p>Students understand the importance of languages so that they can express advantages of learning a language in English</p> <p>Students can understand and use modal verbs so that they can express the advantages of learning a language.</p>	<p>Students can independently produce and understand language so that they can describe how they spend their free time</p> <p>Students can understand and use opinion phrases so that they can give viewpoints on free time activities.</p> <p>Students can use and understand infinitive phrases so that they can describe their use of social media.</p> <p>Students can use and understand topic specific vocabulary so that they can describe their use of technology and devices and express their preferences.</p> <p>Students can use and understand reasons so that they can explain why they use different devices and how often.</p> <p>Students can use and understand more complex opinion phrases so that they can explain and justify the advantages and disadvantages of technology.</p> <p>Students can recognise and use language in the past tense so that they can say how they have used technology recently</p> <p>Students can understand and use language in the future tense so that they can say what they are going to do in the future.</p>	<p>Students can understand and use language to say what they do to stay healthy (I eat, I drink, I do)</p> <p>Students can understand and use topic specific language so that they can describe their diet</p> <p>Students can use the partitive in this new context so that they can refer to food and drink correctly</p> <p>Students can use the imperfect tense of key verbs so that they can say what they used to be like (in terms of their lifestyle)</p> <p>Students can use and understand the three time frames so that they can express comparisons between the past, present and future by combining tenses.</p> <p>Students can use and understand modal verbs so they can express what one <i>must</i> do in order to live a healthy lifestyle.</p> <p>Students can use and understand the conditional tense so that they can express what one <i>should</i> do in order to lead a healthy lifestyle.</p> <p>Students can understand vocabulary so that they can recognise illnesses and body parts.</p>
Prior learning and retrieval	<p>School subjects (Year 7 Unit 1)</p> <p>Complex opinion phrases (Year 7 Units 3-4, Year 8 Units 1-4)</p> <p>Time (Year 8 Unit 3)</p> <p>Time phrases (Year 8 Units 1 and 3)</p> <p>Past and future tenses (Year 7 Unit 4, Year 8 Units 1-4)</p>	<p>Conditional tense (Year 9 Unit 1)</p> <p>Modal verbs (Year 9 Unit 1)</p> <p>Advantages and disadvantages (Year 7 Unit 4, Year 8 Unit 1)</p> <p>Adjectival agreements (Year 7 Units 1-4, Year 8 Units 1-4, Year 9 Unit 1)</p>	<p>3 tenses (Year 7 Unit 4, Year 8 units 1-4, Year 9 Units 1-2)</p> <p>Free time activities (Year 7 Unit 2)</p> <p>Infinitive phrases (Year 7 Unit 13, Year 8 Unit 3-4, Year 9 Unit 2)</p> <p>Adverbs of frequency (Year 8 Units 1-3, Year 9 Unit 1)</p>	<p>Complex opinion phrases (Year 7 Units 3-4, Year 8 Units 1-4, Year 9 Units 1-3)</p> <p>Food and drink (Year 7 Unit 1, Year 8 Unit 2)</p> <p>Adjectival agreement (Year 7 Units 1-4, Year 8 Units 1-4, Year 9 Units 1-3)</p> <p>Verbs <i>tener</i> and <i>ser</i> with preterite tense (Year 7 Unit 4, Year 8 units 1-4, Year 9 Units 1-3)</p>

			Advantages and disadvantages (Year 7 Unit 4, Year 8 Unit 1, Year 9 Unit 2)	Simple future (Year 7 Unit 4, Year 8 units 1-4, Year 9 Units 1-3) Conditional tense (Year 7 Unit 4, Year 8 Unit 4, Year 9 Unit 2) Students should also have an understanding of the impact of diet/exercise/drugs/alcohol on the body (science/SMSC).
Key lexicogrammar pupil will know and understand	The verb <i>estudiar</i> More complex opinion phrases: <i>Lo que me interesa / estresa</i> <i>Lo que me gusta</i> <i>Me chifla</i> <i>No lo soporto</i> More complex sentence structures: <i>Siempre quise</i> <i>Tengo suerte</i> <i>Ojalá hubiera</i> Modal verbs: Es necesario Se debe No se debe Está prohibido Sequencers: primero durante finalmente luego luego después antes Past tense form of key verbs: <i>compré</i> <i>fui</i> <i>estudié</i> <i>llevé</i> <i>comí</i> <i>bebí</i> <i>jugué</i> <i>hice</i>	A range of jobs and skills Masculine and feminine forms of jobs Complex structures: <i>Si tuviera la oportunidad</i> Reasons: <i>Sería bien pagado</i> <i>Sería gratificante.</i> <i>Sería interesante.</i> Adjectives to describe personal qualities Verbs to describe what you can do with languages: <i>Viajar por el mundo</i> <i>Conocer gente</i> <i>Aprender la cultura</i> <i>Aprender las idiomas</i>	Free time activities (e.g. sports, hobbies) Gadgets and their functions Frequency phrases Infinitive phrases Advantages and disadvantages	Food and drink Present and imperfect tenses Infinitive phrases Complex opinion phrases Positive and negative viewpoints on different activities Obligation phrases in the present and conditional tense Comparing past and present Illnesses
Transferrable knowledge (skills)	The ability to apply more complex opinion phrases to other topics. The ability to create complex structures to express desires. The ability to narrate events using sequencers. The ability to express what must be done in other contexts. The ability to refer to the past with a wider range of verbs.	The ability to form the conditional tense. The ability to express future desires. The ability to justify more complex opinions with reasons. The ability to express advantages and disadvantages. The ability to use modal verbs.	The ability to use <i>para</i> + infinitives. The ability to apply and understand complex opinions and reasons in another context. The ability to recognise and refer to the past, present and future tenses with a wider range of verbs. The ability to use high frequency verbs and tenses. The ability to justify and give advantages and disadvantages. The ability to use adverbs of frequency.	The ability to use and understand modal verbs . The ability to recognise and refer to the past, present and future tense. The ability to apply and understand complex opinions and reasons in another context. The ability to use and understand negative structures. The ability to compare ideas across tenses e.g. <i>in the past I was... however, now I am... in the future I will be.</i>
Key questions	¿Qué?	¿Te gustaría?	¿Prefieres?	¿Qué?

	¿a qué hora? ¿Te gusta(n)? ¿Qué piensas? ¿Qué haces?	¿Eres? ¿Dónde? ¿Por qué? ¿Cuándo?	¿Cuándo? ¿Qué? ¿Como?	¿Tienes? ¿Cuándo?
Assessment activities	<p><u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment</p> <p><u>Summative assessment:</u> Listening Writing</p>	<p><u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment</p> <p><u>Summative assessment:</u> Speaking Reading</p>	<p><u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment</p> <p><u>Summative assessment:</u> Listening Writing</p>	<p><u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment</p> <p><u>Summative assessment:</u> Speaking Reading</p>
Notes Why this topic is important...	This topic is important because it builds upon language /tenses learnt in Y8 and it secures the use of the three tenses. It enables students extend their responses with more complex structures in different time frames.	This topic is important since it supports students through their options process. It enables them to look at the pros and cons of different jobs and link them to their own personal skills. This topic will introduce students to the conditional tense.	This topic is important because it consolidates the use of the three tenses and the conditional and it enables students to give extended answers using more complex language. This topic is highly relevant to students and their personal interests and part of their everyday lives.	This topic is important as it widens the use of the past tense and introduces students to the imperfect tense. This topic allows students to discuss a wide range of relevant social and health issues. This topic allows students to produce extended opinions across tenses as well as using obligation phrases to express what one could/should do.
Cultural capital	Spanish survey – teenage problems/ authentic materials School structure in Spain - options pathways.	Link MFL to the jobs market. Link MFL to local jobs being advertised.	Authentic tv guide Current Spanish music Analysis of apps used by Spanish teenagers Statistics from Spanish teenagers	Authentic materials regarding public health Healthy lifestyle survey