

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1/2</p> <p>Modulo 1: Los medios de comunicación</p> <p>Talk about computers, TV programs, films and music.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> The present tense The preterite (past) tense The near future tense Opinion phrases Time phrases 	<ul style="list-style-type: none"> Review present tense of the 3 regular verb groups Practise adjective agreement Review the comparison Use the near future Practise the preterite tense of regular verbs Revise forms followed by the infinitive in preparation for introducing <i>soledad</i> 	<p>Skills:</p> <ul style="list-style-type: none"> knowledge of topic-specific language listen for gist pronunciation and intonation sounds and writing apply grammar identify patterns ask and answer questions use a range of vocab/structures communicate in pairs etc. make links with English redraft to improve writing <p>Listening/Translation and Speaking assessment on Mod. 1 (November)</p>	<ul style="list-style-type: none"> Give/understand information about what people use their computer for Give/understand information about people's favourite television programmes Give/understand information about different types of music Give/understand information about TV programs preferences Compare films Describe what a film is about

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<p>Term 2/3</p> <p>Modulo 2: Un día en el instituto</p> <p>Talk about school day, school subjects, teachers, school rules and extra-curricular activities.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> School subjects Hobbies Time Opinion phrases Clothes Sports The present tense The preterite (past) tense The near future tense 	<ul style="list-style-type: none"> Reviewing question words Revising me gusta(n) Revising adjective agreements Reviewing the indefinite articles un, una, unos, unas Learn how to use the superlative Learn how to use modal verbs “se debe” and “se puede” Review of the 3 main tenses (preterite, present and near future) 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Memorising Knowledge of topic-specific language Previous knowledge Pronunciation and intonation Ask and answer questions Use reference materials Listen for gist Respond appropriately Redraft to improve writing Spoken and written language Sounds and writing Apply grammar Identify patterns Skim and scan Write clearly and coherently Adapt previously-learned language Use a range of vocab/structures Use more complex language <p><u>End of unit assessment:</u></p>	<ul style="list-style-type: none"> Describe school in detail Express/understand preferences about school subjects giving opinions and reasons Compare school subjects and teachers Give/understand opinions about teachers Give/understand information about school rules Give/understand about after-school activities in three different tenses.

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			Closed book Reading + Speaking assessments (February)	
Term 3/4 Modulo 3: La salud Talk about illnesses, (un)healthy living and lifestyle changes	<u>Deepen prior learning of:</u> <ul style="list-style-type: none"> Opinions phrases Food vocabulary Modal verbs Sports Frequency phrases The present tense The preterite (past) tense The near future tense 	<ul style="list-style-type: none"> Say where it hurts using <i>me duele(n)</i> Use <i>tener</i> and <i>estar</i> correctly Revise expressions of frequency Use direct object pronouns Review expressions followed by the infinitive e.g. <i>deber</i> Use <i>para</i> to make more complex sentences Review of the 3 main tenses (preterite, present and near future) of key verbs Switch between tenses 	<u>Skills:</u> <ul style="list-style-type: none"> Identify patterns Knowledge of topic-specific language Listen for gist Ask and answer questions Communicate in pairs etc. Use more complex language Language for interest/enjoyment Use reference materials Respond appropriately initiate/sustain conversations Apply grammar Redraft to improve writing Reuse language they have met Adapt previously learned language Use a range of vocab/structures Make links with English Use a range of resources Language for a range of purposes Skim and scan 	<ul style="list-style-type: none"> understand ailments and suggest remedies identify food as healthy or unhealthy recommend how to improve diet in the future identify pieces of advice on healthy living give advice on how to lead a healthier life

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			<ul style="list-style-type: none"> Write clearly and coherently Deal with unfamiliar language Compare experiences 	
<p>Term 4/5</p> <p>Modulo 4: Ganarse la vida</p> <p>Talk about house chores, future jobs, the importance of languages at work and winning the lottery.</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> Numbers House chores vocabulary Adjectives describing characteristics of a person The present tense The preterite (past) tense The near future tense 	<ul style="list-style-type: none"> Use third person verbs forms in the present tense (ar-; -er; -ir verbs and hacer, poner) Review adjective agreements Use <i>me gustaría</i> + infinitive Use masculine and feminine job titles Distinguish and review the 3 main tenses (preterite, present and near future) in the “I” form Learn the simple future tense 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> Identify patterns Ask and answer questions Use reference materials Apply grammar Memorising Previous knowledge Pronunciation and intonation Write clearly and coherently Redraft to improve writing Make links with English Language for a range of purposes Skim and scan Respond appropriately Use more complex language Use a range of resources Use a range of vocab/structures Communicate in pairs etc. Reuse language they have met Deal with unfamiliar language Compare experiences 	<ul style="list-style-type: none"> Give/understand information about earning and spending money Give/understand information about what you would like to do in the future Give/understand information about what is important in a job Give/understand information about what jobs people do and where they work Give/understand information about using languages at work Give/understand information about what people would

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			<ul style="list-style-type: none"> Language for interest/enjoyment <p><u>End of year assessments:</u> closed book reading and writing tasks</p>	do if they were to win the lottery
Term 6 Hispanoamérica Talk about life in Spanish Speaking countries, environmental issues, famous people and fair trade	<u>Deepen prior learning of:</u> <ul style="list-style-type: none"> Spanish speaking countries Time Weather phrases Preterite, present and near future tenses 	<ul style="list-style-type: none"> Learn reflexive verbs in the present tense Use the conditional of deber (debería) Review mucho/a/os/as Use the preterite tense in the he/she form Use a range of tenses (preterite, present and near future) 	<ul style="list-style-type: none"> Listen for gist Ask and answer questions Apply grammar Use a range of vocab/structures Communicate in pairs etc. Knowledge of topic-specific language Respond appropriately Use more complex language Use a range of resources Language for a range of purposes Identify patterns Write clearly and coherently Redraft to improve writing Adapt previously learned language Language for interest/enjoyment 	<ul style="list-style-type: none"> Review facts about Spanish speaking countries Understand information about working conditions in Spanish speaking developing countries Give/understand information about daily life Give/understand information about environmental issues Give/understand information about improving the environment Ask and answer questions about famous Latin Americans

Spanish – Year 9 Curriculum

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				<ul style="list-style-type: none">• Identify the features of fair trade

Resources and/or activities to support learning

Textbook used in lessons and at home: Mira 3 Rojo by Heinemann

Websites to enhance learning:

[mira 3 rojo flashcards and study sets | Quizlet](#)

[Discover Sets | Blooket](#)

[KS3 Spanish - BBC Bitesize](#)