



# YEAR 9 Spanish SPRING TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Healthy Living

Intent	<p><b>Listening and Speaking</b> In addition to working further on objectives from Years 7 and 8 pupils should be taught:</p> <ul style="list-style-type: none"><li>To begin to interpret what they hear from content and tone and listen for inferences</li><li>How to report or paraphrase what they hear</li><li>How to use questions or text as a stimulus for a spoken response</li><li>How to make extended and/or frequent contributions to classroom work and talk</li><li>How to identify and adapt the degree of formality of language to suit different situations</li></ul>	<p><b>Reading and Writing</b> In addition to working further on objectives from Years 7 and 8 pupils should be taught:</p> <ul style="list-style-type: none"><li>How to use their knowledge of context and grammar to understand texts involving complex language</li><li>To notice simple features used for effect in written text</li><li>How to use and develop their language knowledge and skills through contact with authentic texts</li><li>How to select from and use appropriately a range of support materials when reading or writing</li><li>To begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphs</li><li>How to adapt a simple text for a different audience and purpose</li></ul>
Skills (Linguistic Competence & National Curriculum Links)		
Cross Curricular Links	<p><b>SMSC:</b> Learning how to express yourself and respect other people's views/ culture, consider how you can participate in the local community through paid and voluntary work</p> <p><b>PSHE:</b> Discuss what constitutes to healthy vs. unhealthy lifestyles</p> <p><b>Future Ready:</b> Consider skills, qualities and interests to work in the health and fitness sectors.</p> <p><b>Literacy:</b> Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation.</p> <p><b>Numeracy:</b> Numbers, dates, time, money (euros)</p> <p><b>Skills Builder:</b> Listening, Presenting, Problem Solving, Creativity, Staying Positive, Aiming Higher, Leadership, Teamwork</p>	
Becoming future ready	<p><b>Personal Skills:</b> People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Learning a language means you add an extra dimension to your personal skills profile: a language GCSE on your CV impresses employers; it shows you have developed an excellent range of communication and thinking skills; your ability to analyse and interpret information will be stronger and your knowledge and application of the grammar of English is often enhanced.</p> <p><b>Employability:</b> You will be in a stronger position to find work with companies abroad or for companies in the UK with international links</p>	
Differentiation		

<b>QFT/SEND Provision</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, models and drawings, a voice recording, a song, a drama presentation etc.</p> <p><b>By resource:</b> readability to be improved for example, by using a predominance of one or two syllable words, simple sentences, connectives to guide the reader through the text etc. Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Class texts are supplemented or replaced with appropriate differentiated texts. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Intent &amp; Implementation</b>	<p>In Year 9, we have planned to provide pupils with a firm foundation of foreign language learning. Although our Year 9 pupils will have had a difference of experience in their learning of a Modern Foreign Language in their respective Primary School, pupils will transition by building up in depth and breadth on their understanding of what it means to learn a foreign language. The purpose of the languages curriculum at Crompton House School is to foster curiosity about the wider world, train and enhance literacy and problem-solving skills, whilst equipping our learners with a versatile skill that will enable future success in a global and multicultural society.</p>
<b>Learning Outcomes (Most powerful knowledge)</b>	<p>Our aim is not merely coverage of the national curriculum, but the idea of mastery. A range of knowledge and skills will be developed throughout each unit with repeated practice. Our scheme of learning for Year 9 is vertically integrated with vocabulary, grammatical knowledge and key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works. Throughout our medium term and lesson by lesson planning, our aim is to make our curriculum relevant, matching the level of our pupils' maturity whilst being ambitious yet accessible and enjoyable to all pupil groups. The Year 9 Spanish curriculum also matches our overall school curriculum intent in valuing the principles of our whole school vision, which is to achieve excellence in creating successful learners, confident individuals and responsible citizens whilst continuing to encourage loving God and caring for each other. Throughout their study of Spanish, our pupils are also encouraged to make cross-curricular links through a range of content and enrichment opportunities to see how studying a language can link to several career paths</p> <p>The delivery model and pedagogy which will underpin how our MFL teachers will deliver the curriculum, to help our pupils to learn at a deeper level, is based on automaticity and over-learning. Our pupils are introduced to the core competencies that make a successful linguist which are revisited in each topic of study until pupils are able to recall and manipulate language with confidence. New technologies are also widely used to support in-class learning and improve upon the digital literacy of our learners. The skills we would expect to see include more than pupils just learning the language itself, but how to understand it, produce it and combine elements of it to produce new utterances, answer new questions and meet new situations.</p> <p><b>I can name items of food and drink</b>  I can talk about my diet  <b>I can discuss an active lifestyle</b>  <b>I can talk about my daily routine</b>  I can talk about what you must or must not to do keep fit  I can name body parts  I can talk about illnesses and ailments</p> <p>I can talk about Easter in Spain</p>
<b>Learning Outcomes</b>	<p><b>Red</b> denotes grammar possibly covered in year 7 and 8:</p> <ul style="list-style-type: none"> <li>Using direct object pronouns</li> </ul>

<b>(Grammar)</b>	<ul style="list-style-type: none"> <li>• Conjugating the verbs jugar and preferir in the present tense</li> <li>• Using reflexive verbs</li> <li>• Using se debe and no se debe + infinitive</li> <li>• Using the verb doler (me duele vs. Me duelen)</li> </ul>
<b>Current learning to be developed in the future within:</b>	<ul style="list-style-type: none"> <li>• All grammar and vocab to be recapped throughout KS3 and into GCSE</li> </ul>
<b>Impact</b>	See assessment map
<b>Assessment</b>	