



# YEAR 9 SPANISH AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Me and My Life and Jobs and Future Plans



Intent	<b>Listening and Speaking:</b> In addition to working further on objectives from Year 8 pupils should be taught: <ul style="list-style-type: none"><li>To begin to listen for subtleties of speech and imitate them</li><li>Skills they need to use when listening to media</li><li>How to relay both the gist and relevant detail in a spoken message or item</li><li>How to add interest to what they say by using extended sentences</li><li>How to take part in short unscripted dialogues and exchanges, speaking coherently and confidently with increasing accuracy</li><li>How to make use of important social conventions such as formal modes of address</li><li>How to recognise and add expression in speech</li></ul>	<b>Reading and Writing:</b> In addition to working further on objectives from Year 8 pupils should be taught: <ul style="list-style-type: none"><li>That words and phrases can have different meanings in different contexts</li><li>To recognise simple features which add authenticity, expression or emphasis to a written text</li><li>To begin to associate aspects of language with different text types</li><li>To make regular use of glossaries and dictionaries, finding the appropriate section readily</li><li>How to extend, link and develop sentences to form continuous text</li><li>How to use a given text as a source of information, language and a stimulus for their own writing</li><li>How to write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</li><li>How to read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</li></ul>
Cross Curricular Links	<b>SMSC:</b> Learning how to express yourself and respect other people's views/ culture. <b>PSHE:</b> Use direct contact or media (job adverts) to discuss the qualities required in particular jobs <b>Careers:</b> Consider skills, qualities and interests to work in various sectors, consider post 16 and 18 options and the requirements for these and understand the importance of languages and how these can be useful not only in future careers but in other aspects of life. (Gatsby Benchmark 2 – Learning from career and labour market information, Gatsby Benchmark 4 – Linking curriculum learning to careers) <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 <b>Numeracy:</b> Numbers, dates and time in both analogue and digital form	
Differentiation	Throughout this topic, quality first teaching will provide differentiation:	
QFT/SEND Provision	<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. <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 kinaesthetic learners. <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <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. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.	
Intent & Implementation	In order to learn and master the specified content, our intent is that pupils will follow a progression model, building on previous learning, and will be able to do the following:	

<b>Learning Outcomes (Most powerful knowledge)</b>	<ul style="list-style-type: none"> <li>• I can talk about things I like/dislike</li> <li>• I can talk about my week</li> <li>• I can talk about films</li> <li>• I can understand and analyse a Spanish film</li> <li>• I can talk about a past birthday</li> <li>• I can talk about life as a celebrity</li> <li>• I can say what I/others have to do at work</li> <li>• I can talk about jobs</li> <li>• I can talk about what I would like to do in the future as a job</li> <li>• I can talk about other future plans</li> <li>• I can describe jobs using three tenses</li> <li>• I can learn about Christmas in Spain</li> </ul> <p>Red denotes vocabulary previously covered in Year 7&amp;8. For additional information, see the Year 7&amp;8 vocabulary breakdown for what students have already covered.</p>
<b>Learning Outcomes (Grammar)</b>	<ul style="list-style-type: none"> <li>• Using irregular verbs in the present tense</li> <li>• Forming opinions</li> <li>• Adjectival agreement</li> <li>• Me gusta vs. Me gustan</li> <li>• Conjugating irregular verbs in the present tense – ir, hacer and ser</li> <li>• Using regular verbs in the present tense</li> <li>• Using the near future tense</li> <li>• Using the preterite tense</li> <li>• Using three tenses together</li> <li>• Using tener que + infinitive</li> <li>• Adjectival agreement</li> </ul> <p>Red denotes grammar previously covered in Year 7&amp;8. For additional information, see the Year 7&amp;8 grammar breakdown for what students have already covered.</p>
<b>Current learning to be developed in the future within:</b>	<ul style="list-style-type: none"> <li>• All grammar and vocab to be built on throughout the rest of KS3 and into GCSE if pupils continue</li> </ul>
<b>Impact</b>	
<b>Assessment</b>	See assessment map