

<b>Spanish Year 9</b>	<b>Curriculum Intent:</b> In year 9 students will study 8 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as superlatives and structures with 2 verbs, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation in 3 tenses. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make further links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice along with new language.							
	<b>Weeks 1-5</b>	<b>Weeks 6-10</b>	<b>Weeks 11-15</b>	<b>Weeks 16-20</b>	<b>Weeks 21-25</b>	<b>Weeks 26-31</b>	<b>Weeks 32-37</b>	
<b>Module</b>	<b>Eating In &amp; Out</b>	<b>Planning to go out</b>	<b>Summer Holidays</b>	<b>This is how we are</b>	<b>Off to work</b>	<b>A Healthy Lifestyle</b>	<b>Adventure in Madrid</b>	
<b>Interleaving</b>	Previous knowledge & understanding revisited using a variety of starters: 3 tier, 5 a day, retrieval grids, random question generator. Grammar progression is built in.							
<b>Knowledge</b>	Food, drink, breakfast, food in a restaurant, restaurant language, shopping, party language	Activities, places, prepositions of place, activities, the time, hours and quarters, routine verbs, clothes, colours	House adjectives, location, rooms & parts of a house, local activities, directions, time expressions	Opinions of everyday ideas & activities, frequency expressions, film genres, conversational reactions, the preterite	Jobs, adjectives for jobs & people, qualities, plans	Food, types of food, drinks, frequency expressions, reflexive verbs for routine, verbs for health, illnesses, me duele(n)	Introductions, places to visit, activities, exclamations,	
<b>Understanding</b>	Students will understand and apply the following grammatical structures:							
	a wider range of opinions, negatives, using Usted, near future tense, an account of a party, using 3 tenses together	using <i>¿te gustaría + INFINITIVE</i> to invite, accepting & declining, using <i>tengo que + INFIN</i> for what I have to do, reflexive verbs, position & agreement of adjectives	comparisons, preferences & why, explaining what you can do with <i>se puede + INFINITIVE</i> , giving directions,	Varying opinions, using a variety of present tenses to say what activities I do, how often, a cinema trip – near future tense, explaining my birthday - preterite	<i>tengo que + INFIN</i> for what I have to do, <i>me gustaría / quiero + INFIN</i> for what I'd like to do, near future for my plans, describing jobs	explain how often, use preceding direct objects (it/them), explain what I do to (keep fit) - <i>para + INFIN</i> , using 3 tenses, <i>(no) se debe</i> for advice, <i>me duele(n)</i>	welcoming people, offering a drink, use <i>tener</i> for hunger, etc., 2 verbs together, comparisons, future tense for what I'll do	
<b>Skills</b>	listening speaking reading writing	listening speaking reading writing	listening speaking Reading writing	Listening speaking reading writing	listening speaking reading writing	listening speaking reading writing	listening speaking reading writing	
<b>Assessment</b>	<b>Speaking:</b> Crazy Cookery video	<b>Writing:</b> Articles for a magazine	<b>Writing:</b> Xmas card to Spain <b>Listening/Reading:</b> Tasks from sentence to paragraph levels	<b>Writing:</b> Letter to Spain	<b>Speaking:</b> A funny monologue	<b>Writing:</b> Letter to Spain	<b>Writing:</b> Letter to Spain <b>Listening/Reading:</b> Tasks from sentence to paragraph levels	