

Sandbach School MFL Curriculum

Year 9 Spanish Curriculum Sequence

Intent: Giving and seeking opinions on a range of themes using a wide variety of grammar and tenses. • Using language in context and communicating in authentic situations. • Gaining an appreciation of cultural differences, embedded within the Spanish speaking environment. • Expressing/presenting ideas clearly and concisely in a foreign language. • Extracting and evaluating information from authentic sources, including photos. • Applying rules and logic to translate Spanish language texts.

Term 1 (Rotation Group 1) & Term 2 (Rotation Group 2)

Spanish

Holidays

Si/Cuando + weather phrases + Past/Present/Future

Term 3

Spanish

Free Time/TV and Film

Socialising and Family

Grammar Acquisition

- Imperfect tense to describe where you used to go and what it used to be like
- Informal use of Usted
- Opinion structures

Grammar Acquisition

- Past, present and future tenses with si/cuando clauses
- Imperfect tense to describe where you used to go and what it used to be like
- Informal use of Usted
- Opinion structures

Grammar Acquisition

- Stem-changing verbs
- Soler + infinitive in present and imperfect
- Imperfect tense to say what you used to do
- Perfect tense to say what you have done

Grammar Acquisition

- Present continuous building on use of present tense
- Adjectival Agreements
- Ser and Estar
- Past and Present
- Para + infinitive

National Curriculum Links

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation

National Curriculum Links

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

National Curriculum Links

- Transcribe words and phrases that they see / hear
- Speak coherently and confidently, with increasingly accurate
- Focus on pronunciation and intonation
- Understanding and responding to the written and spoken word.
- Identifying patterns / using knowledge of English or another language.

National Curriculum Links

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Teaching these topics here supports:

- Travel and Tourism / Geography

Teaching these topics here supports:

- Geography

Teaching these topics here supports:

- Media

Teaching these topics here supports:

- PSHE

Teaching these topics here supports:

- PSHE

Teaching these topics here supports:

- PSHE

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- PSHE

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These topics feed from:

- Knowledge of opinion structures from Y7 and Y8

These topics feed from:

- Knowledge of present, past and future from Y7-Y8

These topics feed from:

- Knowledge of modal verbs from Y8

These topics feed from:

- Knowledge of ser from Y7, present and past from Y8 and adjectival agreements in Y7

These topics feed from:

- Knowledge of ser from Y7, present and past from Y8 and adjectival agreements in Y7

These topics feed from:

- Knowledge of ser from Y7, present and past from Y8 and adjectival agreements in Y7