

## **YEAR 9 SPANISH SEPTEMBER 2020. NOTLEY HIGH SCHOOL.**

### **MFL intent**

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne which help to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the Target language in the theatre to further inspire a love of languages.

Students are encouraged to study languages up to A level exams, which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

### **MFL Implementation**

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations.

Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts.

Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instill a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning.

Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlook ethos.

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<b>Autumn term</b>				
<b>Year 9 Spanish Unit 1 holidays</b>				
<b>What are we learning?</b>	<b>Our intention – what knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<b>Talking about holidays.</b>	<p><b>Knowledge:</b>            Talking about transport and holiday travel            Using ir with prepositions            Describing holiday activities            Using the verb soler.            Extending holiday descriptions            Using common expressions and slang            Describing a past holiday            Making complex travel descriptions            Describing future holiday plans            Forming the preterite tense.</p> <p><b>Understanding:</b>  <u>Students will understand how to</u></p>	<p>Students will be able to write about their holidays using a variety of verbs with accurate verb endings in 3 time frames with more complex structures.            Students will be able to ask and answer complex questions in Spanish about their normal, past and future holidays with an accurate accent for a non-native speaker and little hesitation.            Students will be able to build on their knowledge using more complex structures by adding opinions,</p>	<p><b>Prior learning:</b>            Students have learnt how to describe hobbies, sports which can be used and extended in this unit as holiday activities.            Tenses seen so far are present, some structures in the imperfect, some structures in the conditional, future tense which leads now to learn the preterite.</p> <p><b>Future learning:</b></p>	<p>Knowledge organiser            Sharepoint – PPTS.            Kerboodle.            Quizlet            Memrise            Claro 1 textbook            Seneca Learning</p>

<p>Talk about transport and holiday travel using the verb ir and the correct prepositions.  Use 3 time frames to describe holiday activities with more complex structures  Extend holiday descriptions using common expressions and slang  Use the verb soler to describe what you usually do on holiday.</p> <p><b>Skills:</b></p> <p>Narrating events in the past.  Working out unfamiliar language.  Checking work for error and recycling language.  Understand grammar and key terms in Spanish.  Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others.  Listening for more detailed passages and understanding longer texts.  Using more complex expressions and write accurately with correct spelling and verb endings.  Practising creative writing. Using 3 time frames.</p>	<p>conjunctions and accurate adjectives and adjectives agreement.  Students will also be able to understand a longer aural and written text with more complex expressions and answer questions.  Students will be able to research the Hispano world and give facts about Guatemala.</p>	<p>Contrasting tenses. Using 3 time frames with a variety of tenses. Using more complex structures seen in this unit like soler in the next unit to describe what film students usually watch.</p>	<p>Duolingo  LOVEIT grid</p>
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**Autumn term/ Spring term**

**Year 9 Spanish Unit 2 - Entertainment, internet and social media.**

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Discussing the internet and social media.</b></p> <p><b>Discussing television and cinema.</b></p> <p><b>Discussing personal interests and future jobs.</b></p>	<p><b>Knowledge:</b></p> <p>Discussing the internet and social media            Forming negative expressions            Discussing TV programmes            Using acabar de            Watching films at the cinema and at home            Using mejor and peor            Discussing musical tastes            Making comparisons with preferir...a...            Using Ser and Estar            Discussing jobs and careers            Using the future tense</p> <p><b>Understanding:</b></p> <p><u>Students will understand how to</u>            Discuss the internet and social media giving opinions and express frequency.            Form negative expressions about social media.            Discuss TV programmes and preferences            Using acabar de to express what you have just done, watched.</p>	<p>Students will be able to ask and answer complex questions in Spanish about social media and films with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about their preferences using 3 time frames and a variety of verbs with accurate verb endings. Students will be able to build on their knowledge using opinions, conjunctions and accurate adjectives and adjectives agreement. Students will be able to use comparisons to express opinions, preferences between television and cinema. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions.</p>	<p><b>Prior learning:</b></p> <p>Students have learnt the future tense and it is being reviewed here as well as forming negative expressions. Students have an awareness of the verbs Ser and Estar and it is being reviewed here. Students have studied more complex structures and comparisons and are now extending their knowledge with major/peor/acabar de.</p> <p><b>Future learning:</b></p> <p>Extend use of comparisons, more</p>	<p>Knowledge organiser</p> <p>Sharepoint – PPTS.</p> <p>Kerboodle.</p> <p>Quizlet</p> <p>Memrise</p> <p>Claro 1 textbook</p> <p>Seneca Learning</p> <p>Duolingo</p> <p>LOVEIT grid</p>

	<p>Discuss films at the cinema and at home          Use of mejor and peor to discuss musical tastes          Use more complex structures like making comparisons with preferir...a..., use of Ser and Estar, discuss jobs and careers.          Using the future tense to express future aspiratons.</p> <p>Students will have an awareness of Spanish and South American music and singers.</p> <p><b>Skills:</b>          Translating in Spanish. Answering multiple-choice questions. Finding and using synonyms.          Understanding short stories.          Understand grammar and key terms in Spanish.          Learning infinitive. Demonstrate independence and using a Spanish knowledge organiser and dictionary.          Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others.          Listening for more detailed passages and understanding longer texts.          Using more complex expressions and write accurately with correct spelling and verb endings.          Revision skills, revising Spanish so far. Translation into English/ Spanish using 3 time frames.</p>	<p>Students will be able to compare their culture and Spanish music.</p>	<p>complex structures and 3 time frames.</p>	
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What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Talking about shopping and clothes.</b></p>	<p><b>Knowledge:</b>          Describing what you wear.          Using demonstrative adjectives          Describing fashion with more details.          Forming the present continuous          Talking about shopping on the high street          Using indefinite adjectives.          Visiting a shopping centre          Using cardinal and ordinal numbers          Dealing with problems when shopping          Using direct object pronouns          Discussing hypothetical situations          Forming the conditional</p> <p><b>Understanding:</b>  <u>Students will understand how to</u>          Describe what you wear in details using verbs in the correct forms, nouns and adjectives.          Use demonstrative adjectives          Form the present continuous to describe what is happening, what someone is wearing.          Talk about shopping on the high street using indefinite adjectives.          Dealing with problems when shopping and complaining.          Discuss hypothetical situations and use conditional if you won the lottery.          Students will have an awareness of Spanish and South American traditional costumes.</p>	<p>Students will be able to ask and answer more complex questions about fashion in Spanish with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about clothes they wear, fashion using a variety of verbs regular and irregular with accurate verb endings. Students will be able to build on their knowledge using short sentences to more complex by adding opinions, conjunctions and accurate adjectives and adjectives agreement. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions. Students will be able to compare their culture, fashion and that of Spain and South America.</p>	<p><b>Prior learning:</b>          Students have seen expressions in the conditional and it is being extended here with contrast sentences in the conditional. Students have seen adjectives and agreement as well as comparisons and it is extended in this unit to discuss clothes and shopping.</p> <p><b>Future learning:</b>          Present continuous will be used to describe GCSE type photos. Contrast with tenses will be extended to increase use of more complex structures.</p>	<p>Knowledge organiser          Sharepoint – PPTS.          Kerboodle.          Quizlet          Memrise          Claro 1 textbook          Seneca Learning          Duolingo          LOVEIT grid</p>

	<p><b>Skills:</b>          Being resilient and persevere with pronunciation and speaking in front of others and take the initiative in conversation.          Using more complex structures to extend your writing with opinions and 3 tenses including contrast with tenses and conditional.          Understand grammar and irregular verbs and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary.          Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Listening for more detailed passages and understanding longer texts and answering questions about it.          Using more complex expressions and write accurately with correct spelling and verb endings.          Reading a literary text.</p>			
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<p style="text-align: center;"><b>Summer term</b>  <b>Year 9 Spanish – Discovering Spain and South America.</b></p>				
<p>What are we learning?</p>	<p>Our intention – what knowledge, understanding and skills will we gain?</p>	<p>Evaluation and assessment methods</p>	<p>Implementation</p>	<p>What additional resources are available?</p>
	<p>Knowledge:</p>			

<p><b>Discovering Spain and South America.</b></p>	<p>Discovering Texan culture          Forming radical changing verbs in the present tense          Comparing Madrid- Barcelona          Forming the perfect tense, regular and irregular verbs          Using idioms          Discovering Mexico City          Finding out about Peru          Forming the imperfect tense, conditional tense          Listening to native speakers.          Learning about life in Cuba          Using reflexive verbs in different tenses.          Comparing and contrasting cultures.          Planning a trip across south America          Using a variety of grammatical structures          They will complete a film module – Voces Inocentes</p> <p><b>Understanding:</b>  <u>Students will understand how to</u>          Describe and compare different cultures using a variety of complex structures and tenses.</p> <p><b>Skills:</b></p> <p>Describing, comparing and contrasting photos          Narrating events in the past.          Working out unfamiliar language.          Checking work for error and recycling language.          Understand grammar and key terms in Spanish.          Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish.</p>	<p>Students will be able to describe and compare different cultures using a variety of verbs with accurate verb endings in 3 time frames with more complex structures.          Students will be able to ask and answer complex questions in Spanish about different cultures with an accurate accent for a non-native speaker and little hesitation.          Students will be able to build on their knowledge using more complex structures by adding opinions, conjunctions and accurate adjectives and adjectives agreement.          Students will also be able to understand a longer aural and written text with more complex expressions and answer questions.</p>	<p><b>Prior learning:</b>          Students have seen all 3 time frames and more complex structures.</p> <p><b>Future learning:</b>          Extended on all grammar structures at GCSE.</p>	<p>Knowledge organiser          Sharepoint – PPTS.          Kerboodle.          Quizlet          Memrise          Claro 1 textbook          Seneca Learning          Duolingo          LOVEIT grid</p>
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	<p>Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Using more complex expressions and write accurately with correct spelling and verb endings. Practising creative writing. Using 3 time frames.</p>			
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<p style="text-align: center;"><b>Summer term - extra</b></p> <p style="text-align: center;"><b>Year 9 Spanish Unit 4 – Describing routine, friendship and global issues.</b></p>				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p><b>Describing routines and friendship.</b></p> <p><b>Talking about global issues.</b></p> <p><b>Cultural topic on La quinceanera.</b></p>	<p><b>Knowledge:</b> Describing morning, afternoon and evening routines Using reflexive verbs Talking about relationships with friends and family Using direct pronouns Comparing routines Understanding poetry Talking about global issues Forming irregular verbs in the future and conditional. Discussing solutions to global issues.</p>	<p>Students will be able to write about routine and friendship using cultural knowledge with opinions using a variety of verbs with accurate verb endings. Students will be able to ask and answer questions in Spanish with an accurate accent for a non-native speaker and little hesitation. Students will be able to build on their knowledge using more complex structures by adding</p>	<p><b>Prior learning:</b> Students have already seen the future and conditional and past as well as contrast with tenses.</p> <p><b>Future learning:</b> Students will review all more complex expressions to improve their work as well as 3</p>	<p>Knowledge organiser</p> <p>Sharepoint – PPTS.</p> <p>Kerboodle.</p> <p>Quizlet</p> <p>Memrise</p> <p>Claro 1 textbook</p>

	<p><b>Understanding:</b>  <u>Students will understand how to</u>  Describe and compare morning , afternoon and evening routines, using reflexive verbs  Talk about relationships with friends and family, using regular and irregular verbs 3 time frames.  Talk about global issues and discuss solutions to global issues.  Students will understand how to describe the tradition of La quinceanera.</p> <p><b>Skills:</b>  Drafting and re-drafting work for improvement.  Understanding poetry  Being resilient and persevere with pronunciation and speaking in front of others, take initiative in a conversation and speak more authentically.  Including cultural knowledge in your work.  Demonstrate independence and using a Spanish knowledge organiser and dictionary.  Organise your own notes. Re-using language.  Working collaboratively with others in pairs or in group asking and answering questions.  Developing short and long term memory, retaining vocab and verbs in Spanish. Listening for more detailed passages and understanding longer texts.  Using more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>opinions, conjunctions and accurate adjectives and adjectives agreement as well as comparisons.  Students will also be able to understand a longer aural and written text with more complex expressions and answer questions.  Students will be able to research Spanish culture, celebration and tradition independently.</p>	<p>time frames with a variety of tenses and contrast with tenses.</p>	<p>Seneca Learning    Duolingo    LOVEIT grid</p>
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