

Y9 SPANISH SCHEME OF WORK

HALF TERM1 : PLACES OF INTEREST AND DIRECTIONS

CONTENT AND VOCABULARY

Initial questionnaire **recall Y8 key content**. Draw attention to high-frequency words in booklet.

Places in town: una plaza de toros, una tienda, un cine, un parque, un mercado, un polideportivo, un museo, un castillo, un hospital, una estación, una plaza, una playa, una piscina, un estadio, un centro comercial.

RETRIEVAL of que se llama, use of clause, plural formations and descriptions (grande, pequeño, feo, etc.)

City description: Mi ciudad es... histórica, moderna, pequeña, tranquila, turística, bonita, fea, industrial, importante, grande. **Retrieve** and extend **adjectival use**

Comparisons: más... que/ menos ... que (e.g. Chester es más grande que Neston. Heswall es menos interesante que Liverpool), tan como

SHOPS ending in RÍA (carnicería, pastelería, joyería, zapatería, librería, panadería, cafetería... tienda de música, ropa) ¿qué venden en la? En la venden retrieval of prior vocabulary for content, **e.g food**

Comprar and vender in present tense and near future tense, and with opinion/ intention and infinitive e.g. me gusta comprar, quiero comprar, and time phrases, e.g. normalmente compro...

Directions: sigue todo recto, dobla a la derecha/ izquierda, cruza la plaza, segunda/ tercera a la derecha/ izquierda... Extend with more complex directions, add aquí, allí.

Nurture groups focus on simple directions and avoid longer ones with cruza and tuerce and gira.

Activities with maps and directions.

PHONICS AND GRAMMAR

HAY, no HAY use and pronunciation. Use of **un/una and plural**

Longer sentences with connectives from booklet

HAY, ES, SON emphasise difference in meaning

MÁS QUE... MENOS QUE

TAN...COMO

Use of accent and single r -ría

Simple imperative: dobla, cruza, toma, sigue.

Phonics focus on 'z': izquierda, plaza

Se llama/n, es/son

noun and adjective position and agreement

Present tense Near future

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

Cultural - CHURRERÍA, HELADERÍA, PANADERÍA, etc. Discuss the Churro culture as a Sunday breakfast and churrerías

Cultural -Barcelona and its sites on a map with directions.

HWK: LANGUAGE NUT 1

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: No assessment – preparation for early assessment week next half term (Listening, reading and long translations)

S&C:

Spontaneous use of directions in practical scenarios

HALF TERM 2 : NEW TECHNOLOGIES AND MEDIA

CONTENT AND VOCABULARY

Introduce Internet/punctuation symbols (match up activity) . @, *, !, ?, / .

¿Qué haces en Internet?

Con la tableta - mi móvil - mi ordenador...

Escucho música / navego por internet / hago mis deberes / juego en línea / veo a mi streamer favorito / veo series o películas / mensajeo a mis amigos / compro en Amazon

Me encanta ver, navegar... etc. Me gustaría ver.. Voy a ver **present and future tense**

Siempre, nunca, a veces, xx veces al día, al mes, a la semana, al año.

Types of programmes: un programa de música-deporte-tele-realidad, un concurso, un documental, una comedia, una serie de policías, una telenovela, un telediario, el tiempo.

OPINIONS AND REASONS: **Prefiero ver...porque es – son** (agreements)

Adjectives: EMOCIONANTE, **INTERESANTE, DIVERTIDO, ABURRIDO**, INFORMATIVO, TONTO, ENTRETENIDO and intensifiers, muy, demasiado etc.

Types of film: Prefiero las películas...DE... amor, acción, terror, ciencia-ficción, guerra, artes marciales – DEL oeste, Las comedias, los dibujos animados.

Nurture groups focus on ES and not SON

Extra after the test:

Types of music: La música... clásica, latina, electrónica, pop, rock, rap, jazz... cognate use

PHONICS AND GRAMMAR

First person singular of all new infinitives.

RETRIEVAL: Present tense, full conjugation

Adjectival agreements.. ES, SON

comparisons

Clarify pronunciation of anglicisms e.g. rock, pop, jazz, hockey etc.

Frequency, adverbs

RETRIEVAL: Opinion and infinitive

Near future

Adjectives, intensifiers

VER in full (veo, ves, ve, vemos, veis, ven)

Double c pronunciation e.g. acción

veces

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

Cultural - _Spanish series and films on Netflix, music: TOP 50 Spain / Mexico / Argentina / Colombia playlist on Spotify.

music/musical idols from Hispanic countries.

HWK: LANGUAGE NUT 2

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Assessment week listening, reading and extended translations, and 30q questionnaire on the last week

S&C: Complex frequency expressions focus (veces and numbers)

HALF TERM 3 : TRAVEL AND HOLIDAYS

CONTENT AND VOCABULARY

The preterite tense: leo -leí, escribo – escribí, compro-compré, voy-fui, etc... Then explain the full conjugation for AR and ER-IR infinitives.

Using FUI with....

-A+ **country** (Alemania, Grecia, Italia, Francia, Estados Unidos, Japón...)

-CON+ **company (familia, padres, amigos)** Fui **solo / sola**

-EN+ transport (autocar, autobús, coche, tren, avión, bicicleta, barco, monopatín) A PIE.

Time phrases with 'PASADO': El verano pasado, el agosto pasado, el año pasado, el mes pasado, etc.

FUE + **OPINIONS** (guay, genial, estupendo, divertido...) + link to previous **opinions** (caro, barato, entretenido, etc)

The weather: 'Fui a Chile en barco. Me gusta Chile porque hace calor y sol'

Holiday activities in the past (first person) visité monumentos, escuché música, bailé, monté en bicicleta, mandé mensajes, jugué al voleibol, tomé el sol, saqué fotos, descansé.

-**Negatives (no) and link to frequency**: a veces, nunca, siempre, a menudo, de vez en cuando.

Contrast present to past holidays: voy – fui / visito – visité / monto - monté / juego –jugué.

Reading and writing skills: Longer paragraphs.

Future holidays (not activities) in the **near future**:

VOY A IR A _____, CON _____, EN _____. (El verano, año, mes próximo/ que viene....)

Full written narration on this topic

PHONICS AND GRAMMAR

PRETERITE tense. First person singular first, then full conjugation for all groups apart

from nurture (1p only)

-FUI v FUE

-PREPOSITIONS (a, de, con)

-First person singular of the preterite tense irregulars (saqué, jugué, fui)

Intonation focus, vocal expression, also pronunciation of 1st/ 3rd person singular of preterite

-First person singular present v preterite

Verb SER in preterite: FUI, FUISTE, FUE, FUIMOS, FUISTEIS, FUERON

Near future: VOY A IR

Conditional: ME GUSTARÍA IR

RETRIEVAL: Present tense formation

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

Cultural: Las islas Canarias: Tenerife, La Laguna and its cultural heritage. Teide volcano.

La Gomera and Garajonay. The legend of Gara y Jonay. Videos. Silbo gomero.

HWK: LANGUAGE NUT 3

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Listening, reading and writing – a past holiday narration

S&C: Cohesive narration of events in three tenses

Real hotel booking, holiday reviews

HALF TERM 4 : THE WORLD OF WORK

CONTENT AND VOCABULARY

RETRIEVAL: Nunca, a veces, siempre, frecuentemente, dos veces a la semana, una vez al mes...etc.

Soy... activo, creativo, resolutivo, inteligente, independiente, fuerte, hablador, paciente, organizado, with intensifiers, opinion with justification describe why you would be suited to a particular job

The conditional tense with the ending -ía to cover the first and third person singular (Me gustaría, trabajaría, etc.) **Nurture groups use me gustaría trabajar de**

Me gustaría... trabajar con niños, con animales, en una oficina, al aire libre, solo, con gente, hacer un trabajo manual, un trabajo creativo, viajar.

Work places: una oficina, una fábrica, un hospital, un hotel

Be able to say what job you would like to do or what jobs others currently do: electricista, fontanera, diseñadora, cocinera, profesora, camarera, enfermera, ingeniera, medica, futbolista, recepcionista, policía, en...

The regular verb TRABAJAR in 4 tenses. **Reasons with PORQUE.**

PHONICS AND GRAMMAR

Conditional tense 1st and 3rd persons

TRABAJAR in 4 tenses, with focus on 1st person singular: Trabajo, trabajé, voy a trabajar, trabajaría.

Sounds: 'j' of trabajar, 'g' of gente, ingeniero/a

Adverbs of frequency

CON and EN

SOY

Intensifiers

Adjectival agreements

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

HWK: LANGUAGENUT 4

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Reading and listening. Writing in class: Ideal job and jobs I want to avoid and why

S&C: Creative writing and speaking opportunities, group work (

Real-world examples e.g. job adverts

Conditional tense awareness across all persons

HALF TERM 5 : ENVIRONMENTAL ISSUES

CONTENT AND VOCABULARY

Focus on grammar and vocabulary linked to the topic of the environment and appearing at GCSE

Describing environmental problems:

HAY with e.g. traffic, pollution, rubbish and lack of green spaces

Use real-world context, focus on the Spanish-speaking world

Simple solutions using DEBERÍAMOS = infinitive, such as recycling, planting trees and reducing pollution

Introduce poder and deber and expressions of obligation and possibility

Lo bueno es que and Lo malo es que when describing area and **adjectives**

PHONICS AND GRAMMAR

Introduction and PODER and DEBER in the present tense, se puede, se debe, and in the conditional form DEBERÍAMOS

Teaching expressions of obligation, including deber, tener que, hay que and es necesario, using short model sentences

Introduction of opinion phrases Estoy a favor and Estoy en contra to express simple viewpoints

Practice of quantity expressions MUCHO, POCO and TANTO

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

CULTURAL – Mexico, la Ciudad de México. Amazon profile and places to visit.

HWK: LANGUAGE NUT 5

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Listening, reading

S&C: in depth discussion of environmental issues in local area-problems and solutions, using expressions of argument

HALF TERM 6 : ENVIRONMENT, SOCIETY AND THE HISPANIC WORLD

CONTENT AND VOCABULARY

Retrieval of past, present and future tenses, combining all three

Introduction to fair trade, focusing on what it is and linking it to the Amazon and coffee production. Real world materials.

Cultural focus on Perú, including Inca Kola, Machu Picchu

Introduction to Equatorial Guinea as a Spanish-speaking African country

Cultural study of Texas, including Spanish speakers, Tex-Mex food, rodeo and baseball

Cultural focus on Colombia, including animals and coffee production

For nurture groups, reduce content to key ideas supported by visuals, use sentence builders consistently

PHONICS AND GRAMMAR

Use of past, present and future tenses in context through short, meaningful sentences linked to cultural topics

Focus on pronunciation of place names and brand names from Spanish-speaking countries

Reading aloud of longer sentences

Creative description of photos

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

CULTURE - Castilian v American Spanish, give other examples

la Amazonia. cardenal guajiro in danger.
Coffee production

Perú, Inca Kola

Guinea Equitorial

Texas. Tex Mex

Colombia

HWK: LANGUAGE NUT 6

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Quiz online (End of year quiz)

S&C: Evidence of high-level vocabulary acquisition, use of unfamiliar verbs in three tenses