

## Year 9 Big Picture – Spanish

<i><b>Autumn 01 Weeks (7 weeks)</b></i>	<i><b>Autumn 02 Weeks (8 weeks)</b></i>	<i><b>Spring 01 Weeks (6 weeks)</b></i>
<p><b>Content– Relaciones personales</b></p> <p>During this first unit, students are going to be revisited family members and descriptions, extending character descriptions (9.1). Linking to revision, free time activities (including technology) will be studied during this unit (9.2)</p> <p>Romantic relationships will be introduce during this unit. Students will be able to learn about romantic relationships vocabulary and verbs in order to have a conversation about it. Some words related to this will include “marido, mujer, boda, matrimonio...” (9.3)</p> <p>Finally students will narrate in the past what they have done in a close past but also in a more distance past, to achieve this a new tense will be taught (imperfect tense) (9.4)</p> <p>Finally, the grammar points taught during this unit will be: past tense in all their forms (regular and irregular), present and conditional tense; adjective agreement; and the used of adverbs, near future tense and imperfect tense.</p>	<p><b>Content– Festivales y tradiciones</b></p> <p>During this second unit, students will learn about traditions in Spanish speaking countries. It is important to take into account that this unit will have a huge cultural aspect in the students' learning.</p> <p>Firstly, student will describe mealtimes, daily routines and they will revisit and extend their knowledge about food (Spanish and lationamerican). Main focus of assessment during this part will be speaking (role play) (10.1)</p> <p>Continuing with the culture, students will learn about the different celebration and parties in Spanish speaking countries, by using vocabulary learnt during previous years. (10.2). Linking to this part students will need to give their opinion about what festival they would like to visit and give an extended justification about their choice. (10.3)</p> <p>Students will need to describe Spanish speaking countries and their own country festivities by using more sophisticated comparisons and opinions. (10.4)</p> <p>Finally, students will practice photo card (speaking and writing). (10.5)</p> <p>Finally, the grammar points taught during this unit will be: present tense, conditional, adjective agreement and future tense.</p>	<p><b>Content – Mi región y el mundo hispano</b></p> <p>This unit will allow student to describe their own town, by revisiting town facilities. Some simple environmental issues will be introduced. (11.1) Furthermore, students will be introduced to one or several cities/regions where the target language is spoken. Some simple vocabulary relating to geography will be introduce, this vocabulary can be different depending on the area chosen. (11.2)</p> <p>Linking to the previous part, students will need to explain which Spanish speaking country they will like to visit and why. During this unit, students will revisit weather expressions in all time frames and future time frame and holiday activities/trips vocabulary (11.5)</p> <p>Finally, the grammar points taught during this unit will be: “hay”, “se puede + infinitive”, present tense, “si” +present or future tense; and future wishes.</p>

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Assessment Objectives	Assessment Objectives	Assessment Objectives
<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• If you get on with your family or not and why</li> <li>• Something you recently did with your family</li> <li>• Describe your ideal partner/a good friend</li> <li>• Future plans</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li>• <b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.</li> <li>• <b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the preterite tense and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (listening and speaking) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• How you and your family celebrate Christmas/Easter/birthdays...</li> <li>• How they celebrate Christmas in Spain and your opinion/Your opinion about a tradition/festival from a Spanish speaking country</li> <li>• A special celebration you have had recently</li> <li>• What festival/tradition from a Spanish speaking country you would like to experience in the future</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li>• <b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.</li> <li>• <b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (reading and</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• Describe the area where you live and give your opinion</li> <li>• Which Spanish speaking place would you like to visit and why?</li> <li>• Tell me of an interesting visit/day out/excursion you have recently done</li> <li>• Compare a Spanish speaking area with your own / What do you think of shopping?</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li>• <b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li>• <b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the preterite tense and identify the subject.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>End of unit test (listening and speaking) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.</p>

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Spring 02 Week (6 weeks)	Summer 01 Weeks (5 weeks)	Summer 02 Weeks (6 weeks)
<p><b>Content– Mi región y el mundo hispano/ Nuestro mundo</b></p> <p>During this term, two different units will be taught. The last part of unit 11 “Mi region y el mundo hispano” and the first part of unit 12 “Nuestro mundo”</p> <p>To finish with unit 11, students will revisit and extend comparisons; they will also express and justify their future wishes by talking about where they would like to live in the future, giving extended justifications. (11.3)</p> <p>The last part of this unit will allow students to learn about tourist and shopping vocabulary. To help students to performance a role play based on this topic. (11.4)</p> <p>To start with unit 12, students will learn about environmental issues and their possible solutions by using modal verbs. Past tense will have an important role (12.1)</p> <p>Finally, the grammar points taught during this unit will be: comparisons, past tense, “hay”, modal verbs, imperfect tense, “tener”, “hay que” and future tense.</p>	<p><b>Content –Nuestro mundo/revision</b></p> <p>During this term, the last part of unit 12 “nuestro mundo” will finish. Once this happens, revision before the end of the big test will take place.</p> <p>To finish unit 12, students will learn about human rights. Students will also need to speak about their future plans, including opinions and justifications. (12.2)</p> <p>The last part of this unit will be related to volunteering, charity involvement and fund raising among others. (12.3)</p> <p>The grammar points taught during this unit will be: future tense; modal verbs, “tener/hay que”; and contional.</p> <p>To get ready for the big test, revision will take place during this term. The four units will be revised, as well as, all the grammar points learnt through the year. Finally, in order to get ready for the end of year test, students will do some reading, writing and listing activities.</p>	<p><b>Content – La consolidación</b></p> <p>During this term, the main focus will be consolidated all the knowledge students have achieved during the whole year. The main focus will be vocabulary and grammar, as well as some speaking and listening activities.</p> <p>Groups activities will take place, to promote the practice of the role play (S) and the use of the writing in the target language.</p> <p>The grammar points during this unit will be: present tense, both regular and irregular, past tense, near future tense and future simple; conditional and subjective tense; modal verbs; and “hay que”; “tener que”; and “se puede”.</p>

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<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>what environmental problems are in your region</li> <li>what we should do about them</li> <li>what problems were there before</li> <li>your opinion about fair trade/volunteering/charity fundraising/helping others</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the preterite tense and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (reading and speaking).</p>	<p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the preterite tense and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of year assessments (listening, reading and writing).</p>	<p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including longer sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. Testing knowledge of synonyms and antonym relations, collocations and figurative meanings.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify the preterite tense and identify the subject, or to produce accurately first and third person singular of irregular verbs in the simple future</li> </ul> <p>Mini-test about grammar every three lessons.</p>

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