

SUBJECT

Spanish

Year

9

SUMMARY CURRICULUM PLAN

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when (Half term 1 > 6)
Free time activities making future plans (MIRA Unit1 Sub topics 1-4inc)	How to; use opinions verbs that change with plurals. form the near future tense. use the present and future tense together The rules of adjective agreement.	Descriptions of themselves (physical & personality) Describe their friends (as above) Be able to describe what they are going to do.	Listening assessment Writing- photo card	HT1
Television and films; arranging to go out; (MIRA Unit 2 Sub topics 1-4 inc)	Range of vocabulary relating to television and going out How to; make comparisons. use modal verbs (querer & poder) with an infinitive.	Give their opinions about television / films, using comparisons. Make arrangements to go out and respond to an invitation. CEIAG <i>Research Spanish television channels on www.tve.es and write an opinion about a Spanish TV programme</i>	Reading assessment Writing –translation Spanish- English English-Spanish	HT2
Holidays past and present. (Mira Unit 3 Sub topics 1-3inc)	A range of vocabulary and expressions relating to holidays and destinations. How to; form and use the preterite tense for regular –ar verbs as well as ir/ser.	Use the preterite tense to describe what they did on a recent holiday Express opinions about past events <i>Create a poster about a Spanish speaking country</i> CEIAG	Reading assessment Writing – photo card	HT3
Holidays past and present continued (Mira Units 3- Sub topics 4 -5 inc)	How to use the preterite and present tenses together A range of vocabulary and expressions relating to holidays and destinations.	Use the present and preterite together to describe a holiday	Listening assessment Writing-	HT4

<p>Food: mealtimes (Mira Units 4 sub topics 1,4 & 5)</p>	<p>A range of vocabulary and expressions relating to mealtimes.</p> <p>A range of time expressions</p>	<p>Use an increasing range of verbs in the preterite tense. Describe what they normally eat at mealtimes, and refer to activities in the past.</p>	<p>Reading assessment Writing translation</p>	<p>HT5</p>
<p>Food: shopping and eating out. (Mira Unit 4 sub topics 2& 3, Unit 5 sub topic 5)</p>	<p>How to form the preterite tense for –er and –ir verbs. A range of vocabulary and expressions relating to shopping for food and eating out.</p> <p>Use high numbers (up to 1000) The difference between tú & usted</p>	<p>Shop for food Order at a restaurant</p>	<p>Speaking assessment General speaking questions</p>	<p>HT6</p>
<p>CEIAG</p>	<ul style="list-style-type: none"> • Be receptive <ul style="list-style-type: none"> ○ Try new things ○ Take advice and feedback ○ Work well with others • Be resilient <ul style="list-style-type: none"> ○ Cope with difficulties ○ Stay calm under pressure ○ Accept criticism ○ Overcome obstacles • Decision-making <ul style="list-style-type: none"> ○ Planning ○ Selecting vocabulary and structures • Drive <ul style="list-style-type: none"> ○ Learn and try new things 			