

Curriculum Sequencing Grid: MFL

Year 9	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39 week plan)	Bridging the Gap – grammar  Me, my family and friends  Home, town, neighbourhood and region.	Current and future study and employment  Free-time activities, music, cinema and TV	Food and sport  Customs and festivals
<b>Key Retainable Knowledge</b> (Required for Y11/13) <ul style="list-style-type: none"> <li>What... How.... Why....</li> </ul>	<ul style="list-style-type: none"> <li>Describing friends and family</li> <li>Relationships with friends and family</li> <li>Describing future plans</li> <li>Describing ideal partner</li> <li>Say what your house is like</li> <li>Amenities in your local area</li> <li>Advantages and disadvantages of living in the town / countryside</li> </ul>	<ul style="list-style-type: none"> <li>Talking about your studies</li> <li>Describing your school</li> <li>School rules and uniform</li> <li>The good and bad aspects of your school</li> <li>Free time activities</li> <li>Future free time plans</li> </ul>	<ul style="list-style-type: none"> <li>Eating out</li> <li>Talking about special occasion meals</li> <li>Sports</li> <li>Local customs</li> <li>Spanish customs</li> <li>Spanish and Latin American culture</li> </ul>
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	<ul style="list-style-type: none"> <li>Gender of nouns</li> <li>Singular/plural nouns</li> <li>Definite / indefinite article</li> <li>Adjective agreements</li> <li>Possessive adjectives</li> <li>Regular and irregular present tense verbs</li> <li>Future tenses</li> <li>Question words</li> <li>Using ser and estar</li> <li>Adverbs of frequency</li> <li>Use prepositions</li> <li>Using a range of connectives</li> </ul>	<ul style="list-style-type: none"> <li>Using the imperative</li> <li>Using the impersonal a</li> <li>Se debe / hay que / tener que</li> <li>Debería ser and debería haber</li> <li>Present tense</li> <li>Positive and negative opinions</li> <li>Use 2 verbs together</li> </ul>	<ul style="list-style-type: none"> <li>Form regular adverbs</li> <li>Revision of the immediate future</li> <li>Use of verbal context to deduce meaning</li> <li>Future tense</li> <li>Future time phrases</li> <li>Ser / ir in the preterite tense</li> <li>Hacer and tener in th preterite tense</li> <li>Irregular verbs in the imperfect tense</li> <li>Using the preterite and imperfect tense together</li> </ul>

Curriculum Sequencing Grid: MFL

			<ul style="list-style-type: none"> <li>• Use of cognates to aid understanding</li> </ul>
<b>Opportunities for Reading</b>	<p>Spanish horoscopes</p> <p>House adverts</p>	<p>Job adverts</p> <p>Spanish cinema websites</p>	Menus
<b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Research Spanish towns	<p>Follow a famous Spanish speaking person on social media</p> <p>Find out what songs / groups are popular in Spain</p> <p>Find out about popular Spanish TV programmes</p>	<p>Research different festivals in the Spanish speaking world</p> <p>Find out what sports are popular in Spain.</p> <p>Research well known sports people in Spain.</p>
<b>Cross Curricular Links</b> (Authentic Connections)	<p>Geography</p> <p>Life Skills</p>	<p>Life Skills</p> <p>Careers</p>	<p>PE</p> <p>Geography</p>
<b>Key Assessment</b>	<p>HT1: Writing</p> <p>HT2: Listening, reading and translation</p>	<p>HT3: Speaking</p> <p>HT4: Listening, reading and writing</p>	<p>HT5: Listening</p> <p>HT6: Listening</p>