



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

SPANISH

INTENT

"One language sets you in a corridor for life. Two languages open every door along the way." - **Frank Smith**

The Spanish curriculum intends to ignite a love of languages and spark an interest in and deeper understanding of other cultures. Through a focus on communication, the MFL department will foster a passion for exploring a foreign language, its vocabulary, and patterns within it. Our Spanish curriculum will provide insight into Spanish speaking countries and their cultures and thus widen pupils' intellectual horizons.

By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude; therefore, it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.

The curriculum is designed to allow interleaving of skills and structures throughout the year and key stage to allow for retrieval practice. Interleaving is more effective than blocking modules together as pupils learn best through associative learning – by hooking the old onto the new. As well as regular recall in lessons, each half term the curriculum has been organised to include a retrieval week. This week's lessons are planned to drill important concepts and vocabulary before moving on.

Our Curriculum in MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.



YEAR GROUP

YEAR 9

RATIONAL / NARRATIVE

In year 9 pupils begin to explore the more mature topics present in the MFL curriculum, such as the world of work, health and global issues. They begin with a term of revision to ensure a solid foundation and build upon this each week with more complex vocabulary and grammatical structures. They will then work on being able to discuss making healthy choices, taking part in sporting activities and finishing the year with a module of work on the careers and the world of work

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KNOWLEDGE	Things I like and don't like. Films, going to the cinema and plans for birthday celebrations.	School life and studies, rules, uniform. saying what i did yesterday at school	Revision of food, Making healthy plans and new years resolutions. What I ate yesterday and revision of the past tense	Sports and activities to keep fit. Giving advice on keeping healthy. Revision of the future and past tense.	Jobs and tasks we have to do. What we did yesterday at work. Future career plans and life goals.	Revision of Health, food and routine. Revision of jobs and future plans
SKILLS	Understanding longer spoken texts using the four Ws when listening. Using authentic texts to read about films and books. Revision of using the preterite and near future tense.	Giving developed extended opinions on schoolteachers and subjects. Comparing school subjects. Using the preterite tense.	Describing foods and diet. Use of the near future tenses and verbs with the infinitive to express intentions. Using the past tense to describe what I ate yesterday	Using stem changing verbs. Using <i>se debe</i> and <i>no se debe</i> to talk about fitness and health and what we should and shouldn't do. Using the future and past tenses together	Describing future job plans. Referring to different tasks at work. How to use <i>tener que</i> . Using three tenses together.	Learning how to answer questions. Practicing adapting model texts. Planning extended answers to general conversation questions.
ASSESSMENT	Marking Point 1 Translation task	Marking Point 2 Writing on my school	Marking Point 1 Progress Test – Reading and Listening.	Marking Point 2 Translation and grammar task on food and drink	Marking Point 1 Translation task	Marking Point 2 Progress Test Speaking assessment live marked in lesson.
HOME LEARNING	Vocabulary task on www.languagenut.com	Vocabulary task on www.languagenut.com	Vocabulary task on www.languagenut.com	Vocabulary task on www.languagenut.com	Vocabulary task on www.languagenut.com	Vocabulary task on www.languagenut.com
READING, WRITING, TALK, NUMERACY	Talk: Asking questions about leisure activities and giving responses and opinions. Use of sentence stealers to develop longer sentences. Writing: Using verbs accurately in the present tense and past tense together to describe and contrast activities.	Talk: Learning to ask questions and respond in conversations on school. Being more creative in our speech. Writing: Becoming more creative in our written accounts. Writing coherently in the future tense. Using connectives and time phrases	Talk: Expressing intentions in future tense on new years resolutions and give reasons for them. Asking questions on other people's plans. Writing: To be able to write a coherent narrative of daily routine and creatively write about changing it.	Talk: Using three tenses to partake in longer conversations on sport and health. Describing illness and ailments in a doctor's office. Writing: To be able to write extended texts on a sporting event using three tenses proficiently. Reading:	Talk: Learning to ask and answer questions on our imaginary hotel job giving our opinions on these using comparatives. Writing: To be able to write extended texts on what we wouldn't like to do in the future and why. Reading:	Talk: Taking part in a conversation with someone about food, health and jobs. Writing: To be able to write extended texts answering different questions. Reading: Reading model texts and adapting.



<p style="text-align: center;">TIER 2 VOCABULARY</p>	<p>Reading: Recognizing what I know and don't know in listening work to deduce meaning. Breaking down information.</p>	<p>Reading: Using authentic resources in unusual formats e.g. blogs and school trip agendas to be able to find information.</p>	<p>Reading: Reading peers' work and correcting/assessing their efforts. Noticing small spelling and grammar issues in future tense.</p>	<p>Being able to access authentic resources on sport and healthy living regardless of their format.</p>	<p>Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>		
	<p>Compare Deduce Interpret Justify</p> <p><i>Comparad</i> <i>Deducid</i> <i>Interpretad</i> <i>justificad</i></p>	<p>Percent Period Specific Authentic</p> <p><i>Porcentaje</i> <i>Espécifico</i> <i>periodo</i> <i>auténtico</i></p>	<p>Repeated Practice of terms from 7-9 <i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	<p>Repeated Practice of terms from 7-9 <i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	<p>Repeated Practice of terms from 7-9 <i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	<p>Repeated Practice of terms from 7-9 <i>Annotate</i> <i>Apply</i> <i>Compare</i> <i>Complete</i> <i>Deduce</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>Interpret</i> <i>Justify</i> <i>List</i> <i>Name</i> <i>Percent</i> <i>Period</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Specific</i> <i>State</i></p>	
	<ul style="list-style-type: none"> • Authentic • Justified • Accurate • Compare • Describe • Adjectival agreement • Preterite 	<ul style="list-style-type: none"> • Creative • Connective • Future tense • Time-marker • Develop • Compare 	<ul style="list-style-type: none"> • Near future • Infinitive • Intention • Describe • Explain 	<ul style="list-style-type: none"> • Advise • Modal verb • Extend • Variety • Range 	<ul style="list-style-type: none"> • Describe • Refer • Justified opinion • Comparative • Conditional • Synonym 	<ul style="list-style-type: none"> • Model • Conversation • Dialogue • Role-play • General conversation 	
	<p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<p>Social / Cultural: learning about films books and cinema culture in another country Moral: Listening to others opinions</p>	<p>Social / Cultural: learning about Spanish school system Moral: learning to ask questions and justify opinions British Values: understanding another</p>	<p>Social / Cultural: Learning about how to lead a healthy life and have a balanced diet Moral: Being able to be part of a team in group work.</p>	<p>Social / Cultural: Looking at how sport and other activities can improve our health Moral: asking questions and justify opinions British Values:</p>	<p>Social / Cultural: Looking at career opportunities and seeing the importance of education Moral: being able to be part of a team in group work.</p>	<p>Social / Cultural: learning about job aspirations and how these can help us reach our life goals. Moral: learning to ask questions and question our own responsibilities</p>



	British Values: Tolerance of other cultures.	culture's ethos of education	British Values: Tolerance of others opinion and respect of other cultures	Understanding difference between lifestyle in Spain	British Values: Tolerance of other cultures	British Values: understanding of world issues
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