

SPANISH Year 9 Curriculum End Points and Key Vocabulary

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Ethos Links | <p>Milton Keynes – How your routine impacts upon where you live</p> | <p>Milton Keynes – links to local employers STEM – Different types of STEM jobs Character – Personal qualities, responsibility</p> | <p>Character – Responsibility Sustainability – How your lifestyle impacts upon you and the environment STEM – Understanding a healthy diet</p> | <p>Sustainability – How to protect the environment Character – Responsibility, Kindness, Respect STEM – Environmental impact Milton Keynes – How has the city changed?</p> | <p>Character – Responsibility, Kindness, Respect STEM – Environmental impact, Subjects Milton Keynes – How has the city changed?</p> | <p>Milton Keynes – How does it compare to Madrid. Are there any links?</p> |
| Learning End Points | <p>Somos así (This is how we are)</p> <p>¿Cómo es tu rutina? (What is your routine like?)</p> <p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Understand the present tense and how to form it. ➤ Describe what activities they like to | <p>¡Oriéntate! (Find your bearings!)</p> <p>¿Qué tipo de trabajo quieres en el futuro? (What type of job do you want in the future?)</p> <p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Understand the simple future and conditional tenses and how to form them. | <p>En forma (In shape)</p> <p>¿Qué podrías hacer para mantenerte saludable? (What could you do to stay healthy?)</p> <p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Say how to have a healthy diet. ➤ Describe activities that help lead a | <p>Jóvenes en acción (Young people in action)</p> <p>¿Qué podrías hacer para ayudar al medio ambiente? (What could you do to help the environment?)</p> <p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Describe what rights they have. ➤ Use their knowledge of key personal details to | <p>¿Qué recuerdas? (What do you remember?)</p> <p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Describe what subjects they study (Y7). ➤ Describe their personality and physical appearance (Y7). ➤ Describe a previous holiday (Y8). ➤ Say how they use their phone/technology (Y8). ➤ Describe what shows and films they prefer to watch and why (Y8-9). ➤ Describe what job they would like to do and why. | <p>Una aventura en Madrid (An adventure in Madrid)</p> <p>Descubre Madrid... (Discover Madrid...)</p> <p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Communicate key information they would need if staying with a Spanish-speaking family. |

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| | <p>do during the week.</p> <ul style="list-style-type: none"> ➤ Describe what type of films they are going to see. ➤ Understand the preterite (simple past) tense and how to form it. ➤ Describe a previous celebration. | <ul style="list-style-type: none"> ➤ Understand different types of jobs and their roles. ➤ Describe what job they would like to do and why. ➤ Describe possible future plans. ➤ Describe what a typical working day is like. ➤ Translate key sentences into Spanish using the present tense. ➤ Create a CV. | <p>healthy lifestyle.</p> <ul style="list-style-type: none"> ➤ Describe their own routine and whether it is healthy or not. ➤ Describe what they should do in order to lead a healthy lifestyle. ➤ Describe injuries and illnesses. | <p>discuss Fair Trade.</p> <ul style="list-style-type: none"> ➤ Describe how to protect the environment. ➤ Understand the imperfect (used to/was/were) tense and how to form it. ➤ Describe what a city used to be like and how it has changed. | <ul style="list-style-type: none"> ➤ Describe their own routine and whether it is healthy or not. ➤ Describe what a city used to be like and how it has changed. | <ul style="list-style-type: none"> ➤ Describe what they are going to do in Madrid. ➤ Discuss the key sites in Madrid. ➤ Describe what souvenirs they want to buy and who it is for. ➤ Listen and analyse an age-appropriate Spanish speaking film. ➤ Listen and identify details from an age-appropriate song in Spanish. |
| <p>Key Vocabulary</p> | <p>(No) Me gusta, Me encanta, me flipa, me chifla, me mola Una película de...</p> | <p>Soy... Tengo que... Me gustaría... Ser... Trabajar...</p> | <p>Llevo... (Se) debería/debe... Me duele(n)....</p> | <p>Tengo derecho a... Tiene... Vive... Trabaja... Gana... Se debería Era....Es... Estaba... Está.... Había...Hay...</p> | <p>Estudio...Juego...Hago... Soy.... Tengo... Fui a...en....con... Prefiero ver... Me gustaría.... Era/Es...Estaba/está...Había/Hay..</p> | <p>Tengo....¿Tienes? Quiero...¿Quieres? Puedo...¿Puedes? Comprar...para... Visitaré...</p> |