



Topic Overview

Faculty/Subject: MFL

Year Group: Year 9

Topic 1: ¡A comer!

What BIG IDEAS will you cover in this topic?

- ¿Qué te gusta comer?
- ¿Qué desayunas?
- ¿Qué va a tomar/beber?
- ¿Qué vamos a comprar?
- ¿Qué vas a traer?

What other key concepts, knowledge and skills will you learn in this topic?

- Using a wider range of opinions
- Using negatives
- Using used/ustedes (speaking formally)
- Using the near future

What important prior knowledge will you use from your prior learning?

- Opinion phrases
- Adjective agreement
- The verbs ser, tener and ir
- The near future tense
- The preterite tenses
- Numbers and time

Where does this topic fit into the curriculum plan for this subject?

This is the fourth topic in year 8. This topic allows you to talk about food and meals, give opinions, order in restaurants and use the future and past tenses to describe eating habits.

Assessment:

How and when will you be assessed on this topic?
You will have a **Speaking, Reading, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- Knowledge of this and previous topic vocabulary
- Using the preterite and present tense of verbs in the first person.
- Responding to expected questions in a restaurant scenario.

Excelling:

- Using the present and preterite tense of verbs in a variety of persons.
- Responding to unexpected questions in a restaurant scenario.

What is the key vocabulary that you will need to know in this topic?

- Food and drink
- Phrases to order food
- Weights and measurements
- Opinions

What is the structure of learning/lessons in this topic?

- Saying what food you like
- Describing mealtimes
- Ordering a meal
- Discussing what to buy for a party
- Giving an account of a party

Part of IR

(I)	voy
(you)	vas
(he/she/it)	va
(we)	vamos
(you plural)	vais
(they)	van

Infinitive

jugar
ir
hacer
visitar
salir
comprar

a

Voy a **ir** a España en verano

Mis amigos **van** a **jugar** al baloncesto



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Topic 2: ¿Qué hacemos?

What BIG IDEAS will you cover in this topic?

- ¿Te gustaría ir al cine?
- ¿Quieres salir?
- ¿Cómo te preparas?
- ¿Qué vas a llevar?

What other key concepts, knowledge and skills will you learn in this topic?

- Using me gustaría + infinitive
- Stem-changing verbs
- Reflexive verbs

What important prior knowledge will you use from your prior learning?

- Opinion phrases
- Adjective agreement
- The verbs ser, tener and ir
- The near future tense
- The preterite tenses
- Numbers and time

Where does this topic fit into the curriculum plan for this subject?

This is the fourth topic in year 8. This topic allows you to talk about food and meals, give opinions, order in restaurants and use the future and past tenses to describe eating habits.

Assessment:

How and when will you be assessed on this topic?

You will have a **Writing, Listening, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- Knowledge of this and previous topic vocabulary
- Using the preterite and present tense of verbs in the first person.
- Responding to expected questions in a restaurant scenario.

Excelling:

- Using the present and preterite tense of verbs in a variety of persons.
- Responding to unexpected questions in a restaurant scenario.

What is the key vocabulary that you will need to know in this topic?

- *Food and drink*
- *Phrases to order food*
- *Weights and measurements*
- *Opinions*

What is the structure of learning/lessons in this topic?

- Saying what food you like
- Describing mealtimes
- Ordering a meal
- Discussing what to buy for a party
- Giving an account of a party

Stem-changing verbs

Querer (to want) and **poder** (to be able to/can) are stem-changing verbs. Some people call these 'boot' verbs. They are usually followed by an infinitive.

quiero	I want	queremos	we want
quieres	you want	queréis	you (plural) want
quiere	he/she wants	quieren	they want
puedo	I can	podemos	we can
puedes	you can	podéis	you (plural) can
puede	he/she can	pueden	they can

Reflexive verbs

Reflexive verbs include a reflexive pronoun because they are often actions you do to yourself.

ducharse to have a shower

me ducho I have a shower

te duchas you have a shower

se ducha he/she has a shower

nos duchamos we have a shower

os ducháis you (plural) have a shower

se duchan they have a shower



Topic Overview

Faculty/Subject: MFL
Year Group: Year 9 rojo
Topic 3: ¡Oriéntate!

What BIG IDEAS will you cover in this topic?

- ¿En qué consiste tu trabajo?
- ¿Como es tu jefe?
- ¿Cómo son los clientes?
- ¿En qué te gustaría trabajar?
- ¿Cómo va a ser tu futuro?
- ¿Cómo es un día típico?

What other key concepts, knowledge and skills will you learn in this topic?

- Using “tener qué”
- Using the conditional “gustaría”
- Revision of adjectival agreements
- Revision of the future tense
- Revision of using 3 tense together

What important prior knowledge will you use from your prior learning?

- Using the verb “ser”
- Opinion phrases
- Adjectival agreement
- How to form the present, future and preterite tense.

Where does this topic fit into the curriculum plan for this subject?

This is the second topic in year 9. This topic allows you to talk about the world of work. You will be able to express a variety of careers and the work involved as well as expressing what you would like and are going to do in the future. This topic revises using the 3 tenses together.

Assessment:

How and when will you be assessed on this topic?

You will have a **Speaking, Reading, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- Knowledge of vocabulary from this topic and Y7 and Y8
- Using 3 tenses together
- Using the phrase “tener que”
- Agreeing adjective accurately

Excelling:

- Talking about other people using irregular present tense verbs.
- Talk about other people using 3 tenses together.
- Use higher level expressions of frequency.

What is the key vocabulary that you will need to know in this topic?

- Jobs
- Verbs associated with jobs
- Opinions and adjectives
- Verbs to express future plans
- Vocabulary around what a day at work is like

What is the structure of learning/lessons in this topic?

- Saying what you have to do at work.
- Saying what job you would like to do.
- Talking about your future
- Describing your job

Using different tenses

Use the **present tense** to describe something that you **do** now or that you regularly **do**.

Use the **preterite** to describe what you **did** in the past.

Use the **near future tense** to talk about what you are **going to do**.



Topic Overview

Faculty/Subject: MFL
Year Group: Year 9 rojo
Topic 4: En forma

What **BIG IDEAS** will you cover in this topic?

- ¿Llevas una dieta sana?
- ¿Qué haces para estar en forma?
- ¿Cual es tu rutina diaria?
- ¿Qué se debe hacer para estar en forma?
- ¿Qué te duele?

What other **key concepts, knowledge and skills** will you learn in this topic?

- Using *direct object pronouns*
- Using *stem changing verbs*
- Using *reflexive verbs*
- Using *se debe(n) and me duele(n)*

What important **prior knowledge** will you use from your prior learning?

- Opinions
- Adverbs of frequency and days of the week
- Present tense verbs (regular and irregular)
- Recognising and forming infinitive verbs
- Singular and plural nouns

Where does this topic fit into the **curriculum plan** for this subject?

This is the third topic in year 9. This topic allows you to talk about your lifestyle and illnesses. You will be able to express a variety of ways you keep healthy and start to use impersonal expressions to express more complex ideas.

Assessment:

How and when will you be assessed on this topic?

You will have a **Reading, Writing, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- Knowledge of vocabulary from this topic and previous KS3 topics
- Use direct object pronouns
- Use two tenses confidently.
- Extend answers using connectives and opinions.

Excelling:

- Talking about other people in two tenses.
- Speaking more spontaneously - not replying on pre-learnt responses.

What is the key **vocabulary** that you will need to know in this topic?

- Food
- Adverbs of frequency
- Sports
- Daily routine verbs
- Body parts and expressing pain

What is the structure of learning/lessons in this topic?

- Talking about diet
- Talking about an active lifestyle
- Talking about your daily routine
- Talking about getting fit
- Talking about body ailments

Reflexive verbs

Reflexive verbs often describe an action you do to yourself. They include a reflexive pronoun (e.g. **me, te, se**). The reflexive pronoun goes in front of the verb and changes according to who does the action.

lavarse to get washed (to wash oneself)

me lavo I get washed

te lavas you get washed

se lava he/she gets washed

nos lavamos

os laváis

se lavan

we get washed

you (pl) get washed

they get washed

Some reflexive verbs are also stem-changing:

despertarse → **me despierto**

acostarse → **me acuesto**

vestirse → **me visto**