

Spanish - Year 9- Medium Term Plan

Y9 Module 3	Title <i>En forma</i> (GCSE theme: Identity and culture)	
Why are you teaching it?	To develop language to talk about their eating habits, lifestyle choices and their daily routine To learn the use of <i>you must</i> "(no) se debe" To improve use of reflexive verbs at the same time, –ar –er and –ir verbs. To develop the habit of checking for accuracy and looking up new words	<u>Misconceptions</u> The use of direct object pronouns The use of same endings for different groups of verbs The use of se debe/me duele in singular or plural Reflexive pronouns for each person are different Stem changing verbs depending on the time frame
Why are you teaching it now ? What prior learning do students have ?	To reinforce the use of opinions, connectives and present, past and future tense verbs when talking about lifestyle, healthy habits and physical activities. This topic uses a lot of cognates and near-cognates to support learning. Modules 1-5 plus cultural project work. Year 7 and 8 Curriculum. (GCSE themes: Identity and culture, Current and future study and employment, Identity and culture)	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>LPA <i>To be able to describe what their diet is and their life habits in the present with the use of connectives and basic opinions and to be able to include one example of advice with "se debe" with limited vocabulary and grammar.</i></p> <p>MPA <i>To be able to describe what their diet is and their life habits in the present with the use of higher level connectives, time phrases and opinions phrases and be able to understand the use of "se debe" and give a couple of clear examples.</i></p> <p>HPA <i>To be able to give an extended description of what their diet is and their life habits in the present with a range of present, past and future tense verbs and with accurate spelling and grammar.</i></p>	los pasteles, el pan, el arroz ¿Con qué frecuencia comes...? tres veces al día cada día todos los días dos veces a la semana una vez al mes muy a menudo de vez en cuando (casi) nunca ¿Qué haces para estar en forma? jugar, preferir, empezar a veces, de vez en cuando, una vez / dos veces a la semana, todos los días después del insti Prefiero jugar al fútbol. Juego al fútbol ... Hacer... natación, gimnasia, atletismo, footing, artes marciales, escalada jugar... al billar, rugby, a la pelota me despierto

	<p>Oracy - Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Use of LA Provision - templates provided for activities. Chrome Book provided if required. Visual prompts. Reinforcement of oral instructions. Constantly revise and reinforce learning. Provide good role modules by making use of the other students and staff. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p>me levanto enseguida me lavo los dientes me ducho me visto me acuesto desayuno meriendo ceno en seguida algo sano a las... temprano/tarde Se debe... dormir ocho horas al día, comer más fruta y verduras, No se debe... comer comida basura, ¡Qué tontería! / ¿Estás loco/a? ¡Claro que sí! Es verdad. / Bueno... tal vez, depende ¿Qué te pasa? me duele(n)... la garganta los ojos tengo... tos quemaduras del sol náuseas catarro no me encuentro bien estoy cansado/a estoy enfermo/a</p>
<p>Assessments: Mid term and End of Module Assessment</p>	<p>LPA 50%</p> <p>MPA 70%</p> <p>HPA 90%</p>	<p>Based on End of module assessment on 4 skills – Listening, Reading, Speaking and Writing – including a role-play in the speaking assessment and a translation.</p>

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