

Year 9

Viva 2

What do teachers need to retrieve from students before they start teaching new content?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Order of pronouns for verb formation What is an infinitive verb?	Talking about a past holiday Using the preterite of <i>ir</i>	preterite of <i>ir</i> (full paradigm)	<i>¿Adónde fuiste de vacaciones?</i> <i>el año pasado</i> <i>el verano pasado</i> <i>Fui a...</i> <i>Escocia, España, Francia</i> <i>¿Con quién fuiste?</i> <i>Fui con...</i> <i>mi clase, mi familia, mis padres</i> <i>¿Cómo fuiste?</i> <i>Fui/Fuimos en...</i> <i>autocar, avión, barco, coche</i>	Talking about different types of holiday - ski holiday, beach, sightseeing, historical, cultural. Broadening horizons
-ar infinitives of free time activities Bailar, montar, visitar	Saying what you did on holiday Using the preterite of regular -ar verbs	preterite of regular -ar verbs (full paradigm) preterite of sacar: spelling change <i>saqué</i> preterite + <i>no</i>	<i>¿Qué hiciste en tus vacaciones de verano?</i> <i>Bailé.</i> <i>Compré una camiseta.</i> <i>Descansé en la playa.</i> <i>Mandé SMS.</i> <i>Monté en bicicleta.</i> <i>Nadé en el mar.</i> <i>Saqué fotos.</i> <i>Tomé el sol.</i> <i>Visité monumentos.</i> <i>el primer día</i> <i>luego</i>	Talk about places to visit in Spain and what you can do/see there. Broadening horizons

			<i>más tarde</i> <i>después</i>	
What is an ER/IR verb? What is an infinitive? Order of pronouns for verb formation	Describing the last day on holiday Using the preterite of -er and -ir verbs	preterite of regular -er and -ir verbs (full paradigm) preterite of ver: vi	<i>El último día de tus vacaciones, ¿qué hiciste?</i> <i>Bebí una limonada.</i> <i>Comí paella.</i> <i>Conocí a un chico guapo.</i> <i>Escribí SMS.</i> <i>Salí con mi hermana.</i> <i>Vi un castillo interesante.</i> <i>por la mañana</i> <i>por la tarde</i>	Talk about places to visit in Spain and what you can do/see there Broadening horizons
Adjectives Cognates - horrible	Saying what your holiday was like Using the preterite of ser	preterite of ser	<i>¿Cómo te fue?</i> <i>Fue...</i> <i>divertido, flipante, genial, guay</i> <i>horrible, horroroso</i> <i>Porque...</i> <i>conocí a una chica guapa.</i> <i>hizo buen tiempo.</i> <i>visité monumentos interesantes.</i> <i>comí algo malo y vomité.</i> <i>llovió.</i> <i>perdí mi pasaporte/mi móvil.</i> <i>Me gustó.</i> <i>Me encantó.</i>	
Revision and Assessment Could use: • Pupil Book pp. 18-19 <i>¡Resumen!</i> and <i>¡Repaso!</i> • Pupil Book pp. 20-21 <i>¡Adelante!</i> • Pupil Book pp. 24-25 <i>¡Gramática!</i> • Pupil Book pp. 26-27 <i>¡Palabras!</i> • Pupil Book pp. 126-127 <i>¡Te toca a ti!</i> • Assessment Pack End of Module 1 tests				

What do teachers need to retrieve from students before they start teaching new content?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Present tense verb endings. Free time activities Time frequency expressions	Saying what you use your phone for Revising the present tense	present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present tense of stem-changing verbs (revision)	<i>¿Qué haces con tu móvil?</i> <i>Chateo con mis amigos.</i> <i>Comparto mis vídeos favoritos.</i> <i>Descargo melodías o aplicaciones.</i> <i>Hablo por Skype.</i> <i>Juego.</i> <i>Leo mis SMS.</i> <i>Mando SMS.</i> <i>Saco fotos.</i> <i>Veo vídeos o películas.</i> <i>todos los días</i> <i>dos o tres veces a la semana</i> <i>a veces</i> <i>de vez en cuando</i> <i>nunca</i>	Safe use of mobile phone. How to make good choices about use of mobile phone.
Adjectival agreement Opinion expressions with the definite article Definite articles	Saying what type of music you like Giving a range of opinions	<i>Me gusta + the definite article</i> agreement of adjectives	<i>¿Qué tipo de música te gusta?</i> <i>Me gusta.../Me encanta...</i> <i>No me gusta (nada)...</i> <i>el rap, el R'n'B, el rock</i> <i>la música clásica</i> <i>¿Qué tipo de música escuchas?</i> <i>Escucho rap.</i> <i>Escucho la música de...</i> <i>Mi cantante/grupo favorito es...</i> <i>porque...</i> <i>es guay/horrible/tonto/a/triste</i> <i>En mi opinión,...</i>	Give examples of Spanish and Latin American music. Tolerance for differences.

Indefinite articles Masculine and feminine nouns Adjectival agreement	Talking about TV Using the comparative	comparison of adjectives: <i>más... que...</i> agreement of indefinite article	<i>un concurso</i> <i>un documental</i> <i>un programa de deportes</i> <i>un reality</i> <i>una comedia</i> <i>una serie policíaca</i> <i>una telenovela</i> <i>el telediario</i> <i>más... que...</i> <i>emocionante</i> <i>informativo/a</i> <i>interesante</i>	Use Spanish programs in the examples. Tolerance for differences.
preterite verb endings	Saying what you did yesterday Using the present and the preterite	preterite of <i>hacer</i> (full paradigm) using the present and the preterite together	<i>¿Qué hiciste ayer?</i> <i>Bailé en mi cuarto.</i> <i>Hablé por Skype con mi abuela.</i> <i>Hice gimnasia.</i> <i>Hice kárate.</i> <i>Hice los deberes.</i> <i>Jugué en línea con mis amigos/as.</i> <i>Vi una película.</i> <i>ayer</i> <i>por la mañana</i> <i>luego</i> <i>por la tarde</i>	
	Understanding a TV guide Tackling an authentic text	Nothing new	<i>canal</i> <i>fecha</i>	
	Revision and Assessment Could use: • Pupil Book pp. 40-41 <i>¡Resumen!</i> and <i>¡Repaso!</i> • Pupil Book pp. 42-43 <i>¡Adelante!</i> • Pupil Book pp. 46-47 <i>¡Gramática!</i> • Pupil Book pp. 48-49 <i>¡Palabras!</i> • Pupil Book pp. 128-129 <i>¡Te toca a ti!</i> • Assessment Pack End of Module 2 tests			

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	Key questions	Grammar	Key Language	
Singular and plural opinion phrases Definite articles	Saying what food you like Using a wider range of opinions	<i>el agua</i> (feminine) <i>Me gusta(n)</i> + definite article	<i>¿Qué te gusta comer/beber?</i> <i>¿Qué no te gusta comer/beber?</i> <i>Prefiero...</i> <i>Odio...</i> <i>Me gusta(n) (mucho)...</i> <i>Me encanta(n)...</i> <i>No me gusta(n) (nada)...</i> <i>¡Qué asco!</i> <i>¡Qué rico!</i>	Spanish and South American food and its influence on its culture. Tolerance for differences.
Negative structures	Describing mealtimes Using negatives	negatives: <i>no, nunca, no... nada</i>	<i>¿Qué desayunas?</i> <i>Desayuno...</i> <i>café, cereales, churros</i> <i>No desayuno nada.</i> <i>¿Qué comes?</i> <i>Como...</i> <i>un bocadillo, paella</i> <i>¿Qué cenas?</i> <i>Ceno...</i> <i>pollo con ensalada</i> <i>No como.../Nunca como...</i>	Spanish and South American food and its influence on its culture. Discussing difference in mealtimes between England and Spain, how does this affect their culture. Tolerance for differences

Names of food in Spanish	Ordering a meal Using <i>usted</i> / <i>ustedes</i>	familiar/polite 'you': <i>tú</i> / <i>usted</i> / <i>ustedes</i> using the present and the preterite together	<i>Buenos días.</i> <i>¿Qué va a tomar (usted)?</i> <i>¿Qué van a tomar (ustedes)?</i> <i>¿Y de segundo?</i> <i>¿Para beber?</i> <i>¿Algo más?</i> <i>Tengo hambre. / Tengo sed.</i> <i>de primer/segundo plato</i> <i>de postre</i> <i>Voy a tomar...</i> <i>Nada más, gracias.</i> <i>La cuenta, por favor.</i>	Role play ordering a meal in a Spanish restaurant. Real life use of vocabulary for anyone going to Spain on holiday, to live or work.
Near future tense - full paradigm of the verb 'ir'	Discussing what to buy for a party Using the near future	near future tense (full paradigm)	<i>día</i> <i>hora</i> <i>lugar</i> <i>¿Qué vas a traer/comprar?</i> <i>Voy a traer...</i> <i>fajitas</i> <i>guacamole</i> <i>quesadillas</i> <i>Voy a comprar...</i> <i>una botella de...</i> <i>200 gramos de...</i> <i>un kilo/medio kilo de...</i> <i>un paquete de...</i> <i>aguacates, tortillas</i> <i>una cebolla</i> <i>una lechuga</i> <i>un pimiento verde/rojo</i>	Looking at some typical Mexican food to take to the party, its influence on its culture. Tolerance for differences.

Time expressions. Past/present and future verb conjugations	Giving an account of a party Using three tenses together	using three tenses (present, preterite, near future) together	<i>normalmente/generalmente</i> <i>los fines de semana/los viernes</i> <i>el fin de semana/año/</i> <i>viernes pasado</i> <i>el fin de semana/año que viene</i> <i>el próximo viernes</i>	
Revision and Assessment Could use: • Pupil Book pp. 66-67 <i>¡Resumen!</i> and <i>¡Repaso!</i> • Pupil Book pp. 68-69 <i>¡Adelante!</i> • Pupil Book pp. 72-73 <i>¡Gramática!</i> • Pupil Book pp. 74-75 <i>¡Palabras!</i> • Pupil Book pp. 130-131 <i>¡Te toca a ti!</i> • Assessment Pack End of Module 3 tests				

Viva 3

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Modal verbs + infinitives	Talking about getting fit Using <i>se debe/no se debe</i>	(no) <i>se debe</i>	<i>Se debe...</i> <i>dormir ocho horas al día,</i> <i>comer más fruta y verduras</i> <i>No se debe...</i> <i>comer comida basura</i> <i>¡Qué tontería! / ¿Estás loco/a?</i> <i>¡Claro que sí!</i> <i>Es verdad. / Bueno...</i> <i>tal vez, depende</i>	What should people do to live a healthy life.
Daily routine vocabulary from year 8	Talking about your daily routine Using reflexive verbs	reflexive verbs	<i>me despierto</i> <i>me levanto enseguida</i> <i>me lavo los dientes</i> <i>me ducho</i> <i>me visto</i> <i>me acuesto</i> <i>desayuno</i> <i>meriendo</i> <i>ceno</i> <i>enseguida</i> <i>algo sano</i> <i>a las...</i> <i>temprano/tarde</i>	

Singular and plural Use of the definite article	Talking about ailments Using <i>me duele(n)</i>	<i>me duele(n)</i>	<i>¿Qué te duele?</i> <i>Me duele(n)...</i> <i>la garganta</i> <i>los ojos</i> <i>Tengo... tos, quemaduras del sol</i> <i>Náuseas, catarro</i> <i>No me encuentro bien.</i> <i>Estoy cansado/a.</i> <i>Estoy enfermo/a.</i>	
Revision and Assessment Could use: Pupil Book pp. 68-69 <i>iResumen!</i> and <i>iRepaso!</i> - Pupil Book pp. 70-71 <i>iAdelante!</i> - Pupil Book pp. 72-73 <i>iGramática !</i> - Pupil Book pp. 74-75 <i>iPalabras !</i> - Pupil Book pp. 130-131 <i>iTe toca a ti!</i> - Assessment Pack End of Module 3 test				

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Infinitive verbs Conjugation of <i>ser</i> Personality adjectives (from year 7)	Saying what you have to do at work Using <i>tener que</i>	<i>tener que</i> + infinitive	<i>¿En qué consiste tu trabajo?</i> <i>Soy camarero/a.</i> <i>Soy peluquero/a.</i> <i>Soy limpiador(a).</i> <i>Soy jardinero/a.</i> <i>Soy cocinero/a.</i> <i>Tengo que...</i> <i>preparar comida, cortar el pelo</i> <i>Mi jefe es...</i> <i>Los clientes son...</i> <i>Mis compañeros son...</i>	

Modal verbs + infinitives			<i>simpático/s, antipático/s educado/s, maleducado/s, exigente/s</i>	
Adjectival agreement Masculine and feminine nouns. Me gustaría Cognates - ambicioso, paciente, responsable, independiente	Saying what job you would like to do Using correct adjective agreement	adjective agreement	<i>¿En qué te gustaría trabajar? Quiero ser... / Me gustaría ser... periodista abogado/a enfermero/a cantante taxista policía diseñador(a) mecánico/a soy... ambicioso/a, paciente responsable, independiente práctico/a, creativo/a sociable, serio/a al aire libre</i>	Different jobs. Gender equality. Talking about own future aspirations, broadening horizons.
Present and near future tense Infinitive verbs	Talking about your future More practice with the near future tense	present tense v. near future tense	<i>¿Cómo va a ser tu futuro? Voy a... tener hijos viajar vivir en el extranjero tener/hacer un trabajo interesante ganar mucho dinero ser famoso/a ir a la universidad ser voluntario/a</i>	Talking about own future aspirations, broadening horizons. Why is important to travel ? Why would someone want to volunteer. Broadening horizons - living abroad using real life examples.