

Year 9 Spanish Learning Journey - Term 3A Topic: El bienestar

Prior learning at WsfG: Year 7, term 1A – Mi vida Year 7, term 1B – Mi tiempo libre Year 7, term 2A – Mi insti Year 7, term 2B – Mi familia y mis amigos Year 7, term 3A & 3B – Mi ciudad Year 8, term 1A – Mis vacaciones Year 8, term 1B – Todo sobre mi vida Year 8, term 2A - ¡A comer! Year 8, term 2B – ¿Qué hacemos? Year 8, term 3A & B - Operación verano Year 9, term 1A – Mi gente Year 9, term 1B – Intereses e influencias Year 9, term 2A – Ciudades Year 9, term 2B - El medio ambiente		How can you link your prior learning (including at KS2) with this new topic? What can you remember?					
Learning sequence – El bienestar							
Main learning steps		Endpoint					
To be able to talk about the foods I like or don't like using D.O.R.C and direct object Pronouns. To be able to talk about how often you eat and drink certain foods using adverbs of frequency.		To use the present and imperfect tense to talk about present and past eating and exercise habits.					
To talk about changing your lifestyle in the future using the near future tense.		To prepare for our end of year writing assessment.					
To prepare for our end of year reading assessment by completing a range of reading activities.		To prepare for our end of year listening assessment by completing a range of listening activities.					
Formative Assessment		To be able to talk about your diet using a variety of vocabulary, opinions, the present, past, future tenses and complex structures.					
Summative Assessment		During this module, we will carry out our End of Year Assessment and will be assessed on three skills; listening, reading and writing. <ol style="list-style-type: none"> To be able to understand longer passages with familiar and unfamiliar language, which include opinions with reasons in the present, the past and the future tenses To show understanding of a range of short and longer texts which include opinions in the present, the past and the future tense including unfamiliar language and translate longer passages into English. To be able to write longer texts in a range of contexts, giving and seeking information and opinions using the present, past and future tenses. To be able to include idiomatic expressions and/or complex grammatical structures. To be able to translate longer passages into Spanish. 					
Where will we use these ideas again: Year 11 – GCSE Theme 1 – Identity and Culture							

