

Modern Foreign Languages: Spanish
Year Group 8- FCSE
Half- Term 1

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| <p>Colour Key</p> <p><i>Newly introduced vocabulary and structure</i></p> <p><i>Recalled vocabulary, structure and skills</i></p> |
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| <p>Number of Hours</p> <p>5 weeks = 10 lessons</p> | <p>Theme 1 My World Unit 2 Education and Future Plans</p> <p style="text-align: center;">SCHOOL.</p> <p>School – giving description of facilities/ Transport to and from school/ School subjects and opinions about them/ Description of timetable/Describing teachers/ Explaining school rules and giving opinion on uniform/ Plans for future study</p> |
| 2 | <p>School subjects</p> <ul style="list-style-type: none"> • School subject vocabulary • Revision and extension of opinion sentences- me gusta + noun, me gusta + infinitive, difference between me gusta/me gustan, adjective agreement, extending sentences using connectives. |
| 2 | <p>Describing school</p> <ul style="list-style-type: none"> • Adjectives • Type of school • Benefits of school • Facilities at a school • Brief introduction- facilities in an ideal school. • Brief introduction- what you would like to study in the future • Revision and extension of opinion sentences- me gusta + noun, me gusta + infinitive, difference between me gusta/me gustan, adjective agreement, extending sentences using connectives. |
| 1 | <p>School transport</p> <ul style="list-style-type: none"> • Transport vocabulary • Extending adjectives |
| 1 | <p>School timetable</p> <ul style="list-style-type: none"> • School subjects • Describing school timetable- Empezar / terminar/ Desde... hasta • Number and time • Brief introduction- what you did yesterday at school |
| 2 | <p>Teachers at school</p> <ul style="list-style-type: none"> • Character traits and describing others • Revision and extension of opinion sentences- me gusta + noun, me gusta + infinitive, difference between me gusta/me gustan, adjective agreement, extending sentences using connectives. |
| 2 | <p>Extracurricular Activities</p> <ul style="list-style-type: none"> • Hobby and free time vocabulary • Revision and extension of opinion sentences- me gusta + noun, me gusta + infinitive, difference between me gusta/me gustan, adjective agreement, extending sentences using connectives. |
| <p>Reasons behind order of topic in this half term</p> <ul style="list-style-type: none"> • Pupils continue to build their knowledge and be able to communicate about themselves in the target language. • Scaffolding – Each topic builds on the previous • Opportunity to revisit key grammatical structures and skills. • Learning organised to also build on what has been learnt in year 7 e.g school subjects is a good place to start as it builds on expression of opinion which was seen frequently throughout year 7. | |

- Topic is designed to allow students to build up a description of school life. Beginning with describing a school forms a base on which we can add how you get to school and later extracurricular activities and teachers.
- School timetable comes after school subjects as knowledge of the later is necessary.
- Last two topics (teachers and activities) allow pupils to apply existing knowledge to new contexts.

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

Modern Foreign Languages: Spanish
Year Group 8- FCSE
Half- Term 2

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| Number of Hours 5 weeks = 10 lessons | Theme 1 My World Unit 2 Education and Future Plans SCHOOL. School – giving description of facilities/ Transport to and from school/ School subjects and opinions about them/ Description of timetable/ Explaining school rules and giving opinion on uniform/ Plans for future study |
| 2 | School rules <ul style="list-style-type: none"> • Key vocabulary • <i>Se debería</i> • <i>Revision and extension of opinion sentences- me gusta + noun, me gusta + infinitive, difference between me gusta/me gustan, adjective agreement, extending sentences using connectives.</i> |
| 1 | Ideal school <ul style="list-style-type: none"> • Giving opinions using conditional tense • <i>Expressing what you would like in an ideal school</i> • <i>Describing school vocabulary</i> • <i>Conditional tense</i> |
| 1 | Future study <ul style="list-style-type: none"> • <i>School subjects and opinion</i> • <i>Future tense</i> |
| | OCCUPATIONS Job opportunities and places of work; days; time; opinions; simple ways of expressing future aspirations and personal qualities – recognising basic suitability of jobs and opinions. Plans for jobs and careers. Advantages and disadvantages of jobs |
| 2 | Jobs <ul style="list-style-type: none"> • Job vocabulary • Places of work • Omission of indefinite article with professions • <i>Present tense (ser)</i> |
| 2 | Describing jobs <ul style="list-style-type: none"> • <i>Time</i> • <i>Places of work</i> • <i>Transport</i> • <i>Opinion</i> |
| 2 | Future aspirations <ul style="list-style-type: none"> • <i>Ways of expressing future</i> • <i>Me gustaría / quiero ser</i> |

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| | <ul style="list-style-type: none"> • Job vocabulary • Personal qualities applied to suitability of jobs • Advantages and disadvantages of different jobs • Possible- lo bueno, lo malo, lo mejor, lo peor...(students will possibly have seen this before) |
| Reasons behind order of topic in this half term | |
| <ul style="list-style-type: none"> • Pupils continue to build their knowledge and be able to communicate about themselves in the target language. • Scaffolding – Each topic builds on the previous • Opportunity to revisit key grammatical structures and skills. • Learning organised to also build on what has been learnt in year 7 i.e. personal qualities. • We start by finishing the topic of school. Ideal school and future school are included in this half term as they use vocabulary from the previous half term’s work and apply it in a new context. • Jobs needs to come first as vocabulary is corner stone of topic without which pupils could not describe jobs or future aspirations. Future seems logical to come at the end as it allows pupils to consolidate present tense before moving on. | |

Colour Key

Newly introduced vocabulary and structure

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Modern Foreign Languages: Spanish
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Half Term 3

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| Number of Hours 5 weeks = 10 lessons | <p><u>Theme 4 My Community</u></p> <p>Unit 7 Local Area and Environment</p> <p style="text-align: center;"><u>HOME TOWN</u></p> <p>Description of home town: geography, historical features; industry, amenities, good / bad points. Comparison between England and foreign country: climate, lifestyle, timetable; festivals.</p> |
| 4 | <p>Describing a town</p> <ul style="list-style-type: none"> • Situation/size/climate/amenities/adjectives/historical aspects/industry • Use of prepositions: al lado de ... • Points of a compass • Revision of use of ser, estar, hay. • Revision of agreement of adjectives. • Possible revision of past tense |
| 3 | <p>Opinion of town</p> <ul style="list-style-type: none"> • Giving opinions • Adjectives and adjective agreement • exchanging opinions - advantages / disadvantages/ problems: • unemployment /pollution/ traffic/ crime/drugs/ • comparison of Spain and England: climate, geography, towns, regions. Possible - Comparisons: más que / menos que. • Possible - Lo bueno/malo/mejor/peor. (this is also possible recall from previous topics) |
| 3 | <p>Activities in the town</p> <ul style="list-style-type: none"> • Free time vocabulary • Giving opinions and adjective agreement • Present tense • Se puede + infin. • past and future activities in the town • Possible- past and future/conditional tense (this is also possible recall from previous topics) |

Reasons behind order of topic in this half term

- Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
- Scaffolding – Each topic builds on the previous
- Opportunity to revisit key grammatical structures and skills.
- Learning organised to also build on what has been learnt in year 7 e.g. adjective agreement.
- Describing a town comes first as this topic covers key vocabulary which will be explained upon by rest of the half term.
- Opinion of town and activities in the town allow pupils to use key vocabulary in new context. Activities in a town could be used to add to student’s opinion of town so comes after this topic.

Modern Foreign Languages: Spanish

Year Group 8 FCSE

Half Term 4

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

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| <p>Number of Hours</p> <p>5 weeks = 10 lessons</p> | <p>Theme 4 My Community Unit 7 Local Area and Environment</p> <p style="text-align: center;">HOME TOWN</p> <p>Description of home town: geography, historical features; industry, amenities, good / bad points. Comparison between England and foreign country: climate, lifestyle, timetable; festivals.</p> |
| <p>3</p> | <p>Environment</p> <ul style="list-style-type: none"> • What you recycle • Actions to help the environment • What you should/should not do to help the environment (<i>conditional tense and se debería</i>) • What you would like to do to help the environment (<i>conditional tense e.g. me gustaría</i>) <p style="text-align: center;">HOME.</p> <p>Simple description of house and rooms; possibly – simple description of household chores and daily routine.</p> |
| <p>4</p> | <p>Describing house</p> <ul style="list-style-type: none"> • situation/type of house/ general description of exterior/ garden and contents/ rooms and description of colour/content/size etc./ opinions - favourite room and why • Use of prepositions: <i>delante de/detrás de/ encima de/debajo de/al lado de / sobre</i> etc. • Comparisons: <i>más que / menos que</i>. • Revision of use of <i>ser, estar, hay</i>. • <i>Adjective agreement</i> • <i>Giving opinions</i> • <i>Uses of article</i> |

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| | <ul style="list-style-type: none"> • Lo bueno/malo/mejor/peor. |
| 3 | <p>Activities in the home</p> <ul style="list-style-type: none"> • Household chore and daily routine vocabulary • Rooms of the house • Present tense |
| <p><u>Reasons behind order of topic in this half term</u></p> <ul style="list-style-type: none"> • Pupils continue to build their knowledge and be able to communicate about themselves in the target language. • Scaffolding – Each topic builds on the previous • Opportunity to revisit key grammatical structures and skills. • Learning organised to also build on what has been learnt in year 7 e.g adjective agreement. • Environment comes first as it follows on from description of home town and can be added to student's opinion of the town. • Describing the house comes first to allow key topic vocabulary to be covered so that students can add to this through describing activities in the home i.e which rooms they have and what they do in each room. | |

Modern Foreign Languages: Spanish
Year Group 8 FCSE
Half- Term 5

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| <p>Colour Key</p> <p>Newly introduced vocabulary and structure</p> <p>Recalled vocabulary, structure and skills</p> |
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| <p>Number of Hours</p> <p>4 weeks = 8 lessons</p> | <p>Theme 1 My World Unit 2 Education and Future Plans Theme 4 My Community Unit 7 Local Area and Environment</p> <p>Catch up- lesson time to finalise any outstanding portfolio assessments to ensure that a full portfolio can be carried through to year 9.</p> <p>Students are giving the time to finalise their assessments through reviewing their portfolio thus far.</p> |
| <p>Number of Hours</p> <p>1 weeks = 2 lessons</p> | <p>Theme 2 Holidays and Leisure Unit 3 Holidays and Travel</p> <p style="text-align: center;">TRAVEL Finding the Way, Travel and Transport</p> |
| <p>1</p> | <p>Location of places</p> <ul style="list-style-type: none"> • Places in the town • Estar + prepositions: asking r.e. location. |
| <p>1</p> | <p>Asking for and giving directions</p> <ul style="list-style-type: none"> • Question words • Times • Transport • Commands- directions. |
| <p>Reasons behind order of topic in this term</p> <ul style="list-style-type: none"> • Pupils continue to build their knowledge and be able to communicate about themselves in the target language. • Language from term 1 and 2 is revisited and consolidated. Opportunity to revisit key grammatical structures and vocabulary • Scaffolding – Each topic builds on the previous • Learning organised to also build on what has been learnt in year e.g. question words • Location of places is first as it allows recall from previous half term. Consolidation of this vocabulary is necessary before being able to give directions. | |

Modern Foreign Languages: Spanish
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Half- Term 6

Colour Key

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

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| Number of Hours 5 weeks = 10 lessons | Theme 2 Holidays and Leisure Unit 3 Holidays and Travel |
| | Holidays |
| | Preferences with regard to holidays – holiday destinations; time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; weather phrases and forecasts; holiday activities vocab; <i>preferir</i> ; <i>soler</i> ; revision of <i>gustar</i> verbs. |
| 2 | Holiday preferences <ul style="list-style-type: none"> • Vocabulary covering- where, who with, how long, time of year and weather. Months, time, friends and family, countries. • Transport • Radical changing verbs in present tense e.g. <i>preferir</i> and <i>soler</i>. • Revision of <i>Gustar</i> type verbs. <p style="text-align: right;">Revision of opinion + infinitive sentences</p> |
| 1 | Holiday activities <ul style="list-style-type: none"> • Holiday activities • Free time activities • Weather- i.e. what activities happen with different weathers • Radical changing verbs in present tense e.g. <i>preferir</i> and <i>soler</i>. • Revision of <i>Gustar</i> type verbs. • Revision of opinion + infinitive sentences • Extended opinion sentences with adjectives • Possible- Factors important / not important • Possible- lo importante, me importa/no me importa |
| | PAST TENSE HOLIDAYS |
| | Talking about holidays in the past – introduction and consolidation of Preterite. Destination; length of stay; mode of transport; activities during journey; accommodation; activities during holiday; souvenirs; what weather was like; describing what you did last weekend. Describing a hotel – using key phrases in the Imperfect: name, situation, description, facilities and activities available. <i>Me gustaría</i> + infinitive to express future wishes. |
| 2 | Describing a past tense holiday <ul style="list-style-type: none"> • Introduction/ revision of Preterite tense • Vocabulary to include- length of stay, who you went with, when, time of year, mode of transport, activities during journey and accommodation. |
| 2 | Past tense holiday activities <ul style="list-style-type: none"> • Preterite tense • Free time activities into past • Buying souvenirs- some vocabulary of shopping will be revised. • Weather vocabulary- describing what weather was like • Describing what you did last weekend |
| 1 | Describing hotel |

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| | <ul style="list-style-type: none"> • Introduction of imperfect tense (some examples of imperfect tense already seen) • using key phrases in the Imperfect with hotel vocabulary: name, situation, description, facilities and activities available |
| 1 | Future holiday <ul style="list-style-type: none"> • Me gustaría + infinitive to express future wishes |
| | <u>THE WEATHER</u> Describing the weather present, future, possibly past. |
| 1 | The weather <ul style="list-style-type: none"> • Questions and question words. • Hace / hay / está • Seasons • Months • Preposition 'en' • Weather vocabulary • Future tense • Past tense |
| <u>Reasons behind order of topic in this term</u> | |
| <ul style="list-style-type: none"> • Pupils continue to build their knowledge and be able to communicate about themselves in the target language. • Language from term 1 and 2 is revisited and consolidated. Opportunity to revisit key grammatical structures and vocabulary • Scaffolding – Each topic builds on the previous • Learning organised to also build on what has been learnt in year 7 e.g. extended opinions. • Holiday preferences (including activities) comes first as it allows pupils to consolidate and extend knowledge of countries, transport and activities (see above) whilst also introducing new vocabulary. It also allows pupils to consolidate opinions and present tense. • Past tense is a logical second step as pupils can 'hang' new more complex knowledge on understanding of present tense holidays as much of the vocabulary stays the same, it is the verbs that change. Understanding the vocabulary first allows pupils to focus on acquisition of past tenses. | |