

Year 8 Spanish Autumn Term 1

| What? When? Why? | Lesson 1 Learning intentions (what can a student do at the end of the lesson) | Lesson 2 Learning intentions (what can a student do at the end of the lesson) | Lesson 3 Learning intentions (what can a student do at the end of the lesson) |
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| Week 1 | Understanding information about a past holiday. Saying where, with whom and how you went on holiday. Writing about a past holiday Consolidating countries and transport vocabulary. | Reading about a past holiday. Understanding opinions given about a past holiday. Using adjectives in exclamations. Using the preterite of 'ir'. | |
| Week 2 | Saying what you did on your summer holiday Listening to what people did on their summer holiday Using the preterite tense of regular –ar verbs | Reading about holiday activities in the past tense. Learning to use time sequencers. Practising the formation of the preterite tense with regular –ar verbs. | Making a verb in the preterite negative Listen to what people did and did not do on holiday. Writing about what you did on holiday using negatives and time sequencers. |
| Week 3 | Describing the last day on holiday. Listening to what people did on the last day of their holiday. Using the preterite tense of regular –er and –ir verbs. Saying what you did on your last day of the holiday. | Listening to what people did in the morning and in the afternoon. Reading about what people did on their last day of their holiday identifying time sequencers. Understanding 'a + definite article'. | |
| Week 4 | Consolidation of the preterite tense of –er and –ir regular verbs Writing about what you did on your last day of the holiday using time sequencers and adjectives and exclamations. | Saying what your holiday was like. Using the preterite of 'ser'. Listening to opinions about a holiday. Speaking opinions about a holiday with emphasis on a double 'rr'. | Listening to positive and negative opinions about a holiday. Reading about positive and negative opinions about a holiday. Rewriting a negative text into a positive text. |
| Week 5 | Writing a presentation about a past holiday using connectives, time expressions, verbs in the 'I' and 'we' forms, opinions, reasons and exclamations. Consolidation of the preterite tense with regular 'ar, 'er' and 'ir' verbs. | Using the present and the preterite tense of regular verbs together. Reading about what you normally do and what you did on holiday. Building holiday vocabulary. | |

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| | Consolidation of the preterite of 'ir'. | | |
| Week 6 | Using the present and past tense of regular verbs together. Listening to details about past and present holidays. Talking about past and present holiday. | Writing about an amazing holiday in the past and present tense. Consolidate holiday vocabulary and grammar through listening, reading and writing practice. | Revision of the preterite tense with regular verbs. Revision of 'ir' and 'ser'. Revision of making verbs negative. Describing your past holiday in detail including opinions and exclamations. |
| Week 7 | Revisit where you went on holiday and when. Revisit who you went on holiday with. Revisit how you travelled. Recap using exclamations. | Recap what you did on holiday. Recap the preterite of regular verbs. Recap the use of sequencers. Recap saying what your holiday was like. | Use time expressions to recognize time frames. Use verb ending to recognize tenses. Write a story using two tenses. |

Year 8 – Spanish Autumn Term 2 (Viva 2)

| What? When? Why? | Lesson 1 Learning intentions (what can a student do at the end of the lesson) | Lesson 2 Learning intentions (what can a student do at the end of the lesson) | Lesson 3 Learning intentions (what can a student do at the end of the lesson) |
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| Week 1-2 | <ul style="list-style-type: none"> To be able to say what you use your phone for. To be able to understand and use the present tense (recall) To be able to understand people talking about their phone use. To use words of time frequency | <ul style="list-style-type: none"> To revisit expressions of time frequency. To recall forming questions. To read about people's phone use. | <ul style="list-style-type: none"> To be able to say what you use your phone for in conversation. To recall key phrases used for description. To write about your phone use / somebody else's phone use. |
| Week 2-3 | <ul style="list-style-type: none"> To be able to say what type of music you like. To be able to understand what other people are saying about their musical preferences. To use and understand a range of different opinions. | <ul style="list-style-type: none"> To read and understand people's different musical preferences. To listen to an audio text about people's musical preferences. | <ul style="list-style-type: none"> To practise translation skills focusing on key music vocabulary, the verbs "<u>gustar</u>" and "<u>encantar</u>" and question forms. To be able to produce a piece of detailed writing about your musical preferences. |

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| Week 3-4 | <ul style="list-style-type: none"> To learn the words for different kinds of television programmes. To listen to people talking about their programme preferences. To understand how the stem changing verb "<u>preferir</u>" is formed. To recall how to make a noun plural. | <ul style="list-style-type: none"> To understand how comparatives are formed. To understand a more detailed audio text about tv preferences. To be able to say your own tv preferences using comparatives. | <ul style="list-style-type: none"> To practise translation skills focussing on opinion words, comparatives, television vocabulary and the verb "<u>preferir</u>". To write a detailed piece of writing about your favourite programmes. |
| Week 4-5 | <ul style="list-style-type: none"> To revisit the past (<u>preterite</u>) tense. To be able to say what you did yesterday. To listen and understand an audio text about what people did yesterday. To learn the irregular verb "<u>hacer</u>" in the <u>preterite</u> tense. | <ul style="list-style-type: none"> To recognise and use the present tense with the <u>preterite</u> tense. To understand a more detailed text about what people normally do and what they did yesterday. To recognise key time markers. | <ul style="list-style-type: none"> To demonstrate your understanding of the present and <u>preterite</u> tenses through a listening exercise. To focus on the verb endings of present tense verbs and <u>preterite</u> tense verbs. To write a detailed piece of writing about a different day, incorporating the present and <u>preterite</u> tenses. |
| Week 5-6 | <ul style="list-style-type: none"> To understand how to read a Spanish tv guide. To read an authentic Spanish text and use your knowledge of cognates to gain a better understanding. | <ul style="list-style-type: none"> To learn about people's lives in different Spanish speaking countries. (pg 44) To recall the present and <u>preterite</u> tenses. To use 2 tenses in the "he / she " form. To listen for detail about people's lives in other countries. | <ul style="list-style-type: none"> To recall expressions of time frequency. To recall the formation of the present tense , including stem changing verbs. |
| Week 6-7 | <ul style="list-style-type: none"> To recall the formation of the comparative. To recall the <u>preterite</u> tense To recall how the present tense and the <u>preterite</u> tense can be used together. To write sentences where the present and <u>preterite</u> tenses are used together. | <ul style="list-style-type: none"> To practice the formation of the present tense and <u>preterite</u> tense. To understand how Christmas is celebrated in Spain. To learn key festive vocabulary in Spanish. | |