

Y8 SPANISH SCHEME OF WORK

HALF TERM1 : FOOD AND DRINK

CONTENT AND VOCABULARY

FOOD AND DRINK

Brief revision and consolidation of first-year content: **Initial questionnaire to recall** opinions, connectives, key words from previous topics

Retrieval from **Y7 regular present tense** in full – increase confidence and prepare for current and future Y8 topics **Greater focus on first three person singular forms with nurture groups**

Use key verbs in different persons in full present tense to say what we and others eat/drink

with: cereales – tostadas – carne con verduras – pizza – patatas fritas – fruta – un bocadillo – pollo – pescado con ensalada – pasta - Coca-Cola - agua mineral – limonada - zumo de naranja - Cola Cao

Extend with 'de' to add flavours

Add frequency expressions : **a veces – siempre – nunca** - a menudo – normalmente – generalmente

Retrieval from Y7 Use the time to say when food/drink is consumed

Order food at a restaurant

De primer plato / segundo plato / postre / para beber...Use informal language: ¿Qué vas a tomar? – Quiero...

una sopa – unas gambas – una ensalada – pescado – pollo – una paella de mariscos – un helado – fruta – agua (mineral) – una Coca Cola – una limonada – una Fanta (limón, naranja)

-Conversation waiter – customer: ¿Qué vas a tomar? – Tengo hambre – sed. ¿Algo más? – La cuenta por favor. Role-play terminology.

Retrieval from Y7 opinions and extend with infinitives: **Me gusta, odio, me encanta....** COMER – BEBER...

PHONICS AND GRAMMAR

COMER, BEBER, TOMAR, DESAYUNAR, CENAR in full present tense

word order eg. sopa de pollo

Metalanguage – INFINITIVE – STEM – ENDINGS

AR/ER/IR regular verbs in all 6 persons

-mente adverbs compare to -ly suffix in English

Phonics - **Reminder of [Qu] [Ce] [ll] [V]**

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

recall Y7 knowledge of Hispanic world

Cola Cao brand history and relevance

Compare Spanish and UK meal times

Mexican and Tex-Mex foods – nachos – tacos – fajitas – guacamole – quesadillas

HT ASSESSMENT: listening and reading (F+H versions)

HW – HT1 Languagenut

HW – Teams Quizzes

Assessment – Listening, reading, grammar

S+C – using other persons in present tense with confidence and as consistently as I forms

Role play performances

HALF TERM 2 : SPORTS

CONTENT AND VOCABULARY

SPORTS

JUGAR and HACER in FULL in the present tense

Ball and non- ball games + cognates. Atletismo – ciclismo – equitación -esquí – natación – patinaje – baloncesto -fútbol – tenis – voleibol -hockey - vela + other cognates

Extend with **con** – with (con mi equipo - hermano mayor/ menor - mi familia - mis amigos - solo). Use of en -in (el parque - en el estadio - en el instituto)

Extend with **frequency expressions**

a veces – nunca – siempre -todos los días - los fines de semana - una vez - dos veces...
a la semana/ al día/ al mes/ al año

Retrieve opinions and add me da igual

Develop with adjectives to justify opinions

Nurture: more focus on opinions than reasons to build confidence and a solid language base

sano – malsano – barato – caro – interesante – **fácil - difícil** – rápido - lento – **divertido**
– aburrido - bueno - malo

PHONICS AND GRAMMAR

Present tense formation and terminology

Jugar as a radical changing verb in the present tense

Phonics Silent [h], [ce] [j]

Reading aloud tasks as GCSE

Opinion phrases + infinitive

Hinge questions to practise infinitive or present tense

V in vela, voleibol, vez

Ci as in natación, veces

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

Culture – El Clásico (male and female)

Current Hispanic sport stars (m&f)

Culture – Navidad and celebrations plus diverse celebrations in

Spanish (Eid, Hannukah, Chinese New Year)

HW – HT2 Sprachenut

HW – Teams Quizzes

Assessment – multiple- choice grammar and vocab quiz

S+C – piece of writing including different persons in the present tense

HALF TERM 3 : HOBBIES AND FREE TIME

CONTENT AND VOCABULARY

Hobbies in addition to sports

Retrieve **opinions** and use with hobby **infinitive** phrases:

ir al cine - salir con mis amigos - hacer los deberes - escuchar música - ir de compras - ir al cine - leer un libro - jugar or hacer + sport.

Retrieve and embed adjectives from HT2

Extend sentences with **porque + adjectives and intensifiers e.g. muy, un poco**

Retrieval **CON** and **EN** from HT2 to develop/extend sentences

Near future tense in full (1st person only for nurture groups – Voy a + inf)

3 components - voy, vas, va, vamos, vais, van + A + infinitive

Use **próximo** phrases with days of the week and día – semana – mes – año

Use the future tense to say what hobbies you are going to do.

Writing skills in paragraph, connectives and text cohesion

PHONICS AND GRAMMAR

Metalanguage – infinitives and how to use them

Future tense components

Present tense of [IR] + A
+INFINITIVE

[V] used in future tense

Single vowel pronunciation
(a,e,i,o,u sounds in isolation and in words)

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

Culture – 6 de enero – los reyes magos

current Hispanic figures

S+C – Gavi & Vicki López text – use the highlighted expressions in student work

HW – HT2 Language Nut

HW Teams Quizzes

Assessment – 70 word paragraph in class, present and future tenses, opinions. Listening test

S+C – Looking to use different persons in present and future tenses with consistency.

Extended writing as GCSE

HALF TERM 4 : CLOTHES, FASHION, SCHOOL UNIFORM

CONTENT AND VOCABULARY

Clothes

(MODA Y ROPA FULL MODULE PPT) unos pantalones, unos calcetines, una camiseta, unas botas, un jersey, unos zapatos, una camisa, unos vaqueros, una falda, una corbata, una chaqueta, una gorra, una sudadera, unas zapatillas, un vestido.

Nurture groups provide vocab list earlier to support

LLEVAR in full - present tense.

RETRIEVAL: colours with agreements and clothes. Word order. Ex: Llevo una falda roja y negra con unos zapatos verdes.

Patterns: liso-a, de cuadros-rayas-lunares-flores. Colours with patterns (adjective and agreements after item)

RETRIEVAL: frequency words (siempre, nunca, a menudo, de vez en cuando lleva...)

Adjectives with agreements for clothes: feo, bonito, cómodo, incómodo, guay, anticuado, caro, barato. (Nurture groups focus on colours and retrieved adjectives)

Future tense, voy a llevar...

RETRIEVAL: Use them with opinions. Ej: Me encanta mi chaqueta porque es bonita y cómoda, pero detesto mi gorro porque es feo. (MI, MIS, UN, UNOS)

Introduce: Para – in order to..

PHONICS AND GRAMMAR

Llevo No llevo...

Verb LLEVAR: Llevo, llevas, lleva, llevamos, llevais, llevan

Colour agreements (gender and number)

liso-lisa, lisos- lisas. Word order with multiple adjectives and patterns.

Frequency words and sentence structure

Near future: Voy, vas, va, vamos, vais, van a LLEVAR...

-Practise 'll' in LLEVAR

-‘v’ sound with near future and llevar

‘z’ zapatos

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

CULTURAL: YouTube search for Agatha Ruiz de la Prada pasarela or Madrid Fashion Week

HWK: LANGUAGE NUT 4

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: listening, reading, writing

S&C: RETRIEVAL hobbies, sports, foods with para...

HALF TERM 5 : BODY PARTS AND PAINS

CONTENT AND VOCABULARY

Body parts

el brazo, la pierna, la cabeza, la mano, la espalda, la garganta, los dedos, el pie, los ojos, el estómago

Doler in the present tense third persons only

Me duele v me duelen

RETRIEVAL: sports and hobbies

Cuando + SPORT + me duele...

Ex. Cuando juego al fútbol me duele la pierna

Reading comprehension – longer chunks with less cognates

Narrating events in a sequence

PHONICS AND GRAMMAR

Cognates

El/la/los/las

Me duele(n)

Z sound in cabeza, brazo

J sound in ojos (retrieve and practise)

stressed v unstressed
syllables : Spanish
intonation

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

HWK: LANGUAGE NUT 5

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Translation assessment

S&C: narrating, extending detail with cuando

HALF TERM 6 : DAILY ROUTINE – A DAY IN MY LIFE

CONTENT AND VOCABULARY

Daily routine:

me levanto, me peino, me ducho, me visto, desayuno, voy al instituto, hago mis deberes, ceno, veo la tele, me lavo los dientes, me acuesto

Por la mañana...

Por la tarde...

RETRIEVAL: Adverbs and frequency words

Writing with time phrases, adverbs and connectives

RETRIEVAL: Telling the time (y, menos, media, cuarto)

Adverb + activity + time

Eg. Normalmente me levanto **a** las 8 y media, luego...

Narrating routine in depth

PHONICS AND GRAMMAR

Reflexive verbs: ME, TE, SE

(Nurture: focus on ME alone)

Reflexive pronouns and endings:

me levanto

Te levantas

Se levanta

V in levanto

H as a silent letter

intonation

A la/a las

HOMEWORK, ASSESSMENT, CULTURE, STRETCH AND CHALLENGE

Cultural: Routine maker of a Spanish speaking celebrity. Get to know a day in the life of a Spanish Influencer

HWK: LANGUAGE NUT 6

HWK: QUIZZES ON TEAMS

HT ASSESSMENT: Listening and reading in class

S&C: Fluid use of all three singular persons in reflexive and non reflexive verbs.

