


<p><b>Year: 8</b> <b>Subject: Spanish</b></p>	<p><b>Curriculum Intent:</b> The Year 8 curriculum will continue to develop the fundamental key language and grammar needed to progress successfully throughout their language learning journey in school. It aims to further increase a love for language learning through engaging teaching and learning, focussing on all four skill areas: listening, speaking, reading and writing. Students will continue to acquire a cultural awareness of Spain and Spanish-speaking countries through cultural activities linked to the language topic area they are covering. Key knowledge is reviewed regularly through vocabulary tests in class and assessments in different skill areas at the end of each module.</p> <p><b>By the end of the year, Year 8 students will have:</b></p> <ul style="list-style-type: none"> <li>• A sound knowledge and understanding of the present, perfect (past) and near future tenses.</li> <li>• A sound understanding of the use of articles, adjective rules and key verbs.</li> <li>• A good knowledge of the key vocabulary from the topics studied – see below.</li> <li>• The ability to speak and write in complex sentences using a variety of opinions, connectives and reasons. They will start to produce more detailed work, including more complex grammatical structures.</li> <li>• The ability to gain understanding from a range of spoken and written resources; these will become more detailed in terms of length and complexity of language.</li> <li>• The developing knowledge of phonics and pronunciation rules leading to confident Spanish speakers.</li> </ul>					
	<p><b>Term 1</b> <i>My holidays</i> <i>All about my life</i></p>	<p><b>Term 2</b> <i>Food</i> <i>What do we do?</i></p>	<p><b>Term 3</b> <i>Summer camp</i> <i>Revision the end of year</i></p>			
<p><b>Topic Titles (in order of delivery)</b></p>	<p>1.On holidays 2. What did you do? 3. On the last day 4. how was it? 5. Last summer</p>	<p>1.My life, my phone. 2.what kind of music do you lie? 3. I prefer comedies</p>	<p>1.What do you like to eat? 2.What do you have for breakfast? 3.In the restaurant</p>	<p>1. Do you like to go to the cinema? 2.Sorry, I can't 3.How do you get ready?</p>	<p>1.What house do you prefer? 2.What can you do in...? 3.Where is it?</p>	<p>1.</p>

		4. What did you do yesterday? 5. My guide.	4. What are we going to buy? 5. Party! 6. And you? What do you think?	4. What are you going to wear? 5. Football match today! 6. Fancy dress dance.	4. Summer camps 5. Destinations	
<b>Key knowledge / Retrieval topics</b>	1. Talking about a past holiday. Using the preterite of <i>ir</i> . 2. Saying what you did on holiday Using the preterite of regular <i>-ar</i> verbs. 3. Describing the last day on holiday Using the preterite of <i>-er</i> and <i>-ir</i> verbs. 4. Saying what your holiday was like Using the preterite of <i>ser</i> . 5. Giving a presentation about your holiday Making your sentences interesting.	1. Saying what you use your phone for Revising the present tense. 2. Saying what type of music you like Giving a range of Opinions. 3. Talking about TV Using the comparative. 4. Saying what you did yesterday Using the present and the preterite. 5. Understanding a TV guide Tackling an authentic text	1. Saying what food you like, Using a wider range of opinions. 2. Describing mealtimes Using negatives. 3. Ordering a meal Using <i>usted / ustedes</i> . 4. Discussing what to buy for a party. Using the near future. 5. Giving an account of a party. Using three tenses together. 6. Using coping strategies when speaking. Responding to what people say.	1. Making excuses Using <i>querer</i> and <i>poder</i> . 2. Making excuses Using <i>querer</i> and <i>poder</i> 3. Discussing getting ready to go out. Using reflexive verbs. 4. <b>G</b> adjective agreement (colour adjectives) <b>G</b> demonstrative adjective <i>este/esta/estos/estas</i> – pronunciation of <i>j</i> and <i>z</i> . 5. <b>G</b> using three tenses (present, preterite, near future) together.	1. Describing holiday activities Using the superlative  2. Describing holiday activities Using the superlative  3. Asking for directions Using the imperative.  4. Talking about summer camps Learning more about. using three tenses.  5. Describing a world trip. Tackling challenging Listening.	
<b>Understanding / Sequence of delivery</b>	1. preterite of <i>ir</i> (full paradigm) – pronouncing adjacent vowels separately – using adjectives in exclamations 2. preterite of regular <i>-ar</i> verbs (full paradigm) – preterite of <i>sacar</i> : spelling change <i>saqué</i> preterite + <i>no</i> – using sequencers	1. <b>G</b> present tense of regular <i>-ar, -ir, -er</i> verbs, full paradigm (revision) <b>G</b> present tense of stem-changing verbs (revision) – using the ‘you’ form in questions. 2. <b>G</b> <i>Me gusta</i> + the definite article. 3. <b>G</b> present tense of <i>preferir</i> (full paradigm)	1. <b>G</b> <i>el agua</i> (feminine) <b>G</b> <i>Me gusta(n)</i> + definite article – pronunciation of <i>ñ</i> – looking for cognates and near-cognates. 2. <b>G</b> negatives: <i>no, nunca, no... nada</i> – use of <i>desayunar / comer / cenar</i> . 3. <b>G</b> familiar / polite ‘you’: <i>tú / usted / ustedes</i>	6. <b>G</b> using three tenses (present, preterite, near future) together.	1. <b>G</b> <i>ser</i> and <i>estar</i> (including stress accent: <i>esta</i> vs <i>está</i> ) <b>G</b> comparative: <i>más/menos</i> + adjective + <i>que</i>  2. <b>G</b> <i>se puede(n)</i> + infinitive <b>G</b> superlative: <i>el/la/los/las más</i> + adjective + <i>de</i>	

	<p>3. <b>G</b> preterite of regular -er and -ir verbs (full paradigm)  <b>G</b> preterite of <i>ver</i>: <i>vi</i>  – a + e/ = al  4. <b>G</b> preterite of <i>ser</i>  – pronunciation of <i>r</i> and <i>rr</i>  5. – developing speaking skills  – using connectives and time expressions  – giving opinions and reasons  – using exclamations  – preparing and rehearsing a presentation.</p>	<p><b>G</b> making comparisons: <i>más... que...</i>  – using the correct Article.  4. <b>G</b> preterite of <i>hacer</i> (full paradigm)  <b>G</b> using the present and the preterite together  – time markers: <i>normalmente, ayer</i>.  5. – developing reading skills  – using layout and pictures to identify the context  – looking for cognates and near-cognates  – focusing on the information needed to do the task.</p>	<p><b>G</b> using the present and the preterite together  – pronunciation of <i>d</i> between vowels (soft).  4. <b>G</b> near future tense (full paradigm)  – pronunciation of <i>j</i> and <i>ll</i>.  5. <b>G</b> using three tenses (present, preterite, near future) together  <b>G</b> -ar verbs: ‘we’ form of preterite/present tense identical.  6. – developing speaking Skills – using ‘fillers’ to play for time / to sound more Spanish  – asking someone to repeat / explain / speak more slowly  – listening and reacting appropriately.</p>		<p>3. <b>G</b> imperative: <i>tú</i> form  – pronunciation of <i>z</i></p> <p>4. <b>G</b> using three tenses (present, preterite, near future) together  – using fillers to play for time  – pronunciation: trema (<i>ü</i>)</p> <p>5. – developing listening skills: tackling more challenging listening passages  – listening for time expressions, verb tenses, points of view  – listening for the gist</p>	
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