

Topic Outline	Students should know and understand	Students should be able to
<p><b>¡Vamos!</b></p> <p>Students will learn to introduce themselves and others. They will also familiarise themselves with high frequency words and structures as well as Spanish phonics.</p>	<p>How to Introduce oneself            How to give your age and birthday            Numbers to 31            Spanish alphabet            Classroom vocabulary</p> <p>Verbs:            Using 'tener'</p> <p>Use the indefinite article (un/ una)</p> <p>The definite article (el/la)</p> <p>Negatives</p>	<p>Get used to Spanish pronunciation and phonics.</p> <p>Use some listening comprehension strategies.</p> <p>Pick out key information from written texts.</p>
<p><b>En el instituto</b></p> <p>Students will learn to talk about their day at school and compare it to Spanish students' timetables.</p>	<p>School subjects            Classroom activities            Description of people            Opinions and justifications            Food and drink</p> <p>Verbs:            Regular -ar, -er, -ir verbs            Using 'estudiar', 'comer' and 'beber'</p> <p>Adjective endings and agreements</p>	<p>Use the present tense.</p> <p>Give simple varied opinions.</p> <p>Use some listening comprehension strategies.</p> <p>Pick out key information from written texts.</p>
<p><b>Mi familia</b></p>	<p>Family members            Numbers to 100</p>	<p>Use a variety of opinions and adjectives.</p>

<p>Students will learn to describe their family and friends' personalities and appearances.</p>	<p>Pets Colours Appearance- hair and eye colour Character</p> <p>Verbs: Using the verb 'ser' and 'tener'</p> <p>Possessive adjective: mi(s), tu(s), su(s)</p> <p>Adjective (+ colour) agreement with nouns</p>	<p>Include descriptions of others in spoken and written work.</p> <p>Use of the present tense of high frequency verbs.</p>
<p><b>En casa</b></p> <p>Students will learn to talk about where they live and describe their house and town in details.</p>	<p>Countries Their local area Rooms in a house Bedroom furniture Activities</p> <p>Verbs: Different forms of 'vivir' Present tense of -ar, -er and -ir verbs 'Estar' for locations Stem changing verbs in the present tense 'jugar' and 'dormir'</p> <p>Prepositions</p>	<p>Use a variety of vocabulary for description.</p> <p>Recognise and use of stem changing verbs.</p> <p>Create longer, more complex answers (FONCTIP).</p>
<p><b>El tiempo libre</b></p> <p>Students will learn to describe what they like to do in their freetime.</p>	<p>Free time activities Telling the time Sports Likes and dislikes</p> <p>Verbs: Using some irregular verbs: 'salir' and 'hacer' 'Me gusta' + infinitive The Near Future tense</p> <p>Justifying opinions</p>	<p>Use at least 2 tenses and time frames: present tense and the near future tense.</p> <p>Use time expressions to set events in time.</p> <p>Use varied opinions.</p> <p>Create longer, more complex answers (FONCTIP).</p>

<p><b>En la ciudad</b></p> <p>Students will learn to describe their town and what they can do when they go to town with their family and friends</p>	<p>Describing a town Places in town Making and responding to invitations Weather</p> <p>Verbs: Using 'hay' 'Querer' for invitations</p> <p>Using 'porque', 'pero' and 'cuando' to join information</p>	<p>Use at least 2 tenses: present tense and a future tense.</p> <p>Use varied and more complex opinions.</p> <p>Create longer, more complex answers (FONCTIP).</p> <p>Use time markers to set events in time.</p> <p>Complex structures:</p> <ul style="list-style-type: none"> <li>• Cuando</li> <li>• Si</li> </ul>
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Year 8 Spanish

Topic Outline	Students should know and understand	Students should be able to
<p><b>La gente</b></p> <p>Students will see a variety of free time activities and work on descriptions of people close to them. They will also work through daily routine phrases and an introduction to reflexive verbs.</p>	<p>Free time activities Personality adjectives Hair colour/ eye colour Daily routine Nationalities</p> <p><u>Grammar:</u> Using 'me gusta' Using connectives and negatives Comparatives Sequencers Introduction to reflexive verbs</p>	<p>Talk about what activities they do in their spare time and what they like and dislike doing.</p> <p>Describe another person's appearance and personality.</p> <p>Use sequencers to describe their daily routine.</p>

<p><b>Vamos a salir</b></p> <p>Students will cover places and things to do in town, as well as inviting people out. This will include them accepting or declining and giving reasons.</p>	<p>Places in town Free time activities Invitations and reactions Time Excuses</p> <p>Grammar: The verb 'ir' The near future tense Sequences Prepositions Verbs + infinitive</p>	<p>Work towards including the present and the near future in their writing and speaking.</p> <p>Use time expressions to set events in time.</p> <p>Create longer, more complex answers (FONCTIP).</p> <p>Invite someone out and respond to another person's invitation, giving a variety of excuses.</p> <p>Use infinitive phrases.</p> <p>Using excuses to extend answers.</p>
<p><b>Mis vacaciones</b></p> <p>Students will work on describing past holidays including; where they went, how they got there, who they went with, what they did and how it was.</p>	<p>Countries Opinions Holiday activities Methods of transport Question words</p> <p><u>Grammar:</u> The preterit tense The verbs 'ir' and 'ser' in the preterit. Sequencers</p>	<p>To use time markers to refer to past events.</p> <p>Work towards referring to 2 and 3 time frames: the past, present and future.</p> <p>Create longer, more complex answers (FONCTIP).</p>
<p><b>La comida</b></p> <p>Students will be introduced to a variety of food and drink vocabulary, in the context of what they eat at home, ordering in a restaurant, buying food in a market, and maybe even what they would have to eat on 'I'm a celebrity, get me out of here.'</p>	<p>Food and drink Restaurant dialogues Numbers and quantities Opinions</p> <p>Grammar: Key verbs: 'desyunar, comer, cenar' 'Usted' as the formal way of saying 'you'. The preterit tense</p>	<p>Work towards referring to 3 time frames: the past, present and future.</p> <p>Use time expressions to set events in time.</p> <p>Order food and drink in a restaurant</p>
<p><b>De moda</b></p>	<p>Clothes Colours</p>	<p>Make references to 3 time frames using the preterit, present and near future tenses.</p>

<p>Students will see a variety of clothes vocabulary to combine with colours and time phrases. They will work towards giving justified opinions and interweaving their tenses.</p>	<p>Time phrases School uniform Adjectives</p> <p><u>Grammar:</u> Adjective agreements Demonstrative adjectives Comparatives Superlatives The present tense The preterit tense The near future tense</p>	<p>Use time expressions to set events in time.</p> <p>Extend their writing and speaking using justified opinions.</p> <p>Work on grammatical accuracy by checking the agreements of adjectives.</p> <p>Create longer, more complex answers (FONCTIP).</p>
<p><b>Barcelona</b></p> <p>Students will be introduced to a variety of wonderful things to do and see in the city of Barcelona, in which we will cover shopping and also, the vital skill of asking and understanding directions!</p>	<p>Things to do in Barcelona Types of shops Directions</p> <p><u>Grammar:</u> Using 'voy al/ a la...' Using 'me gusta' + infinitive Using 'se puede' + infinitive The verb 'estar'</p>	<p>Be confident in working out new words based on their word families.</p> <p>Make references to 3 time frames using the preterit, present and near future tenses.</p> <p>Use time expressions to set events in time.</p> <p>Create longer, more complex answers (FONCTIP).</p> <p>Extend their writing and speaking using justified opinions.</p>

Topic Outline	Students should know and understand	Students should be able to
<p><b>Los medios de comunicación</b></p> <p>Students will learn to talk about their use of new technologies and their likes and dislikes as regards to films and TV programs.</p>	<p>Internet use TV programmes Types of film Types of music</p> <p><u>Verbs:</u> Present tense regular -er, -ar, -ir The Near Future tense Preterite tense of regular verbs Preterite tense of: ir, hacer and ver</p> <p><u>Opinions:</u> Verbs like 'gustar' Comparative</p>	<p>Use varied and more complex opinions starters + justification</p> <p>Create longer, more complex answers including: Sequencers Frequency expressions Negatives References to others</p> <p>Use 3 time frames: present, past and future</p> <p>Use varied listening comprehension strategies</p>
<p><b>El instituto</b></p> <p>Students will learn to describe their school day as well as compare their education to the Spanish school system.</p>	<p>Describing your school School subjects Giving opinions about teachers School rules Afterschool clubs</p> <p><u>Verbs:</u> 'Se debe' and 'se puede' Using 3 tenses together The superlative Asking and answering questions Using 'a mí, a ti' etc. for emphasis</p>	<p>Use the preterite tense, present tense and the near future tense</p> <p>Use time expressions to support 3 time frames.</p> <p>Use varied and more complex opinions</p> <p>Create longer, more complex answers (FONCTIP)</p> <p>Ask questions in the formal and informal forms</p>
<p><b>La salud</b></p>	<p>Parts of the body Symptoms of illness</p>	<p>Use 3 tenses: Preterite tense, present tense and a future tense.</p>

<p>Students will learn to describe their health and their lifestyle as well as talking about making changes to improve their health.</p>	<p>Healthy and unhealthy foods Lifestyle changes <u>Verbs:</u> 'Me duele' and 'me duelen' Present tense of 'tener' and 'estar' The near future  Using direct object pronouns</p>	<p>Use a variety of opinions  Include others in your speech and written work  Create longer, more complex answers, using 'para' and FONCTIP  Use time expressions to support 3 time frames</p>
<p><b>Ganarse la vida</b>  Students will learn to discuss their work ambitions and how they earn and use their money.</p>	<p>Earning money Spending money What job you would like to do Job descriptions Using languages at work Winning the lottery <u>Verbs:</u> Present tense Third-person verb forms 'Me gustaría' The Future tense  Masculine and feminine job titles</p>	<p>Use at least 3 tenses: preterite tense, present tense and a future tense.  Use varied and more complex opinions.  Create longer, more complex answers, using 'if' phrases and FONCTIP.</p>
<p><b>Hispanoamerica</b>  Students will learn about Spanish speaking countries and develop an understanding of working conditions and fair trade</p>	<p>Spanish speaking countries Daily routine Working conditions Environmental problems Fair trade + TV Series- Extra <u>Verbs:</u> Reflexive verbs The conditional of 'deber' The imperfect tense</p>	<p>Use at least 3 tenses: preterite tense, present tense and a future tense.  Use a variety of infinitive structures  Use varied and more complex opinions  Create longer, more complex answers (FONCTIP)  To practise comprehension of the target language through listening to and watching native speakers.</p>

<p><b>Mi familia</b></p> <p>Students will start the GCSE curriculum. In this unit of work students will learn to talk about their family as well as their family plans alongside being able to describe people and relationships in greater details.</p>	<p>Family and friends Physical descriptions Character descriptions Relationships Generation gap</p> <p><u>Verbs:</u> Present tense Reflexive verbs (e.g. llevarse) Near future 'Ser' and 'tener'</p> <p><u>Adjectives:</u> Adjectival agreement Possessive adjectives</p>	<p>Use tenses together: present tense and a future tense.</p> <p>Use varied and more complex opinions.</p> <p>Describe others.</p> <p>Create longer, more complex answers (FONCTIP)</p> <p>Use time markers to set events in time.</p>