

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<u>7 weeks</u>	<u>Mis vacaciones</u>	Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Giving a presentation about a holiday Describing an amazing holiday	preterite of ir (full paradigm) – pronouncing adjacent vowels separately – using adjectives in exclamations preterite of regular -ar verbs (full paradigm) preterite of sacar: spelling change saqué preterite + no – using sequencers preterite of regular -er and -ir verbs (full paradigm) preterite of ver: vi – a + el = al preterite of ser – pronunciation of r and rr – developing speaking skills – using connectives and time expressions – giving opinions and reasons – using exclamations – preparing and rehearsing a presentation distinguishing between present and preterite verb forms we' form of -ar verbs in present/preterite – using near-cognates and sounds to work out the meaning of new words preterite of regular -ar, -er and -ir verbs preterite of ir and ser negative with no	In the context of holidays, pupils will learn and understand how to describe events in the past as well as embed and build upon previous knowledge and vocabulary learnt in year 7.

<u>7 weeks</u>	<u>Todo sobre mi vida</u>	<p>Saying what you use your phone for</p> <p>Saying what type of music you like</p> <p>Talking about TV</p> <p>Saying what you did yesterday</p> <p>Understanding a TV guide</p> <p>Learning about young peoples' lives</p>	<p>present tense of regular -ar, -ir, -er verbs, full paradigm (revision)</p> <p>present tense of stem-changing verbs (revision)</p> <p>– using the 'you' form in questions</p> <p>Me gusta + the definite article</p> <p>present tense of preferir (full paradigm)</p> <p>making comparisons: más... que...</p> <p>– using the correct article</p> <p>preterite of hacer (full paradigm)</p> <p>using the present and the preterite together</p> <p>– time markers: normalmente, ayer</p> <p>– developing reading skills</p> <p>– using layout and pictures to identify the context</p> <p>– looking for cognates and near-cognates</p> <p>– focusing on the information needed to do the task</p> <p>third person singular of present tense and preterite, regular / irregular verbs</p> <p>– changing other sentence elements when using the third person</p> <p>– using knowledge of key sounds to work out pronunciation</p> <p>present tense of regular verbs: -ar, -er, -ir and stem-changing</p> <p>using the comparative: más + adjective + que</p> <p>using the present tense and the preterite together</p> <p>– saying years (e.g. mil novecientos ochenta y siete)</p> <p>– practising a presentation</p>	<p>This module will further develop knowledge and skills previously acquired during year 7.</p> <p>In addition, pupils should be able to talk about digital technology with a particular emphasis on forming and answering questions (a really important part of foreign language acquisition).</p>
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<u>6 weeks</u>	<u>¡A comer!</u>	<p>Saying what food you like</p> <p>Describing mealtimes</p> <p>Ordering a meal</p> <p>Discussing what to buy for a party</p> <p>Giving an account of a party</p>	<p>el agua (feminine) Me gusta(n) + definite article – pronunciation of ñ – looking for cognates and near-cognates negatives: no, nunca, no... nada – use of desayunar / comer / cenar familiar / polite 'you': tú / usted / ustedes using the present and the preterite together</p> <p>– pronunciation of d between vowels (soft) near future tense (full paradigm) – pronunciation of j and ll using three tenses (present, preterite, near future) together -ar verbs: 'we' form of preterite/present tense identical – 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>direct object pronouns – using connectives</p> <p>– giving opinions and reasons negatives: no, nunca, no... nada tú, usted, ustedes near future tense using three tenses together</p>	<p>This topic will improve pupils' understanding of different foods and mealtimes in the Hispanic world. It will also enable pupils to build upon and expand their vocabulary and vary their use of negatives.</p>
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<p>6 weeks</p>	<p>¿Qué hacemos?</p>	<p>Arranging to go out</p> <p>Making excuses</p> <p>Saying what other people look like.</p> <p>Talking about clothes</p> <p>Talking about sporting events</p>	<p>a + el = al de + el = del conditional: me/te gustaría + infinitive – pronunciation of h (silent) stem-changing verbs querer, poder (present tense) – tener vs tener que + infinitive – questions with ¿Quieres...? and ¿Te gustaría...? G reflexive verbs (present tense) – frequency expressions – sequencers adjective agreement (colour adjectives) demonstrative adjective este/esta/ estos/estas – pronunciation of j and z using three tenses (present, preterite, near future) together – developing writing skills – using an English-Spanish dictionary: dictionary abbreviations, words with more than one meaning, changing adjective endings structures with two verbs (present tense) reflexive verbs (present tense) adjective endings (colour adjectives) referring to the present, past and future demonstrative adjective este/esta/ estos/estas – pronunciation of que and qui</p>	<p>This module looks at the use of high frequency modal verbs and the high frequency verbs with stem changes. Demonstrative adjectives are introduced, along with a wider variety of sequencers and frequency expressions.</p>
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<p>6 weeks</p>	<p><u>Operación verano</u></p>	<p>Describing a holiday home</p> <p>Discovering more about the comparative</p> <p>Describing holiday activities</p> <p>Using the superlative</p> <p>Asking for directions</p> <p>Using the imperative</p> <p>Talking about summer camps</p> <p>Learning more about using three tenses</p> <p>Describing a world trip</p> <p>Tackling challenging listening</p> <p>Extension: De vacaciones en España</p> <p>Discussing holiday destinations</p> <p>Using mejor and peor</p> <p>Describing a town in your area</p> <p>Creating a tourist brochure</p>	<p>ser and estar (including stress accent: esta vs está)</p> <p>comparative: más/menos + adjective + que</p> <p>se puede(n) + infinitive</p> <p>superlative: el/la/los/las más + adjective + de</p> <p>imperative: tú form – pronunciation of z using three tenses (present, preterite, near future) together</p> <p>– using fillers to play for time</p> <p>– pronunciation: trema (ü)</p> <p>– developing listening skills: tackling more challenging listening passages</p> <p>– listening for time expressions, verb tenses, points of view</p> <p>– listening for the gist</p> <p>irregular comparative: mejor/peor que</p> <p>irregular superlative: el/la/los/las mejor(es)/peor(es) de</p> <p>using different tenses (preterite, near future, conditional me gustaría)</p> <p>– reading skills: focusing on what you can understand</p> <p>– speaking skills: reacting appropriately</p> <p>the comparative (más/menos... que)</p> <p>the superlative (el/la/los/las más...)</p> <p>the imperative (tú form) using different time frames</p> <p>– es (description) vs está (location)</p>	<p>In the context of holiday activities, pupils will revisit previously learnt vocabulary and sentence structures and will also develop and expand their basic knowledge for expressing opinions. They will also learn language that will enable them to seek out help and advice with giving or receiving directions</p>
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<p><u>5 weeks</u></p>	<p><u>¿qué opinas de lo que comes y bebes?</u></p>	<p>What food you like/dislike and to what extent</p> <p>Why you like/dislike it</p> <p>What meals you eat every day</p> <p>What you eat at each meal</p> <p>Foods that are healthy and those that are unhealthy</p>	<p>Time markers</p> <p>Providing a justification</p> <p>New adjectives</p> <p>The full present indicative conjugation of 'tomar', 'desayunar', 'cenar' and 'almorzar'</p> <p>'This' and 'these'</p> <p>Revisit The full present indicative conjugation of regular AR verbs</p> <p>Noun to adjective agreement</p> <p>FCSE exam skills</p>	<p>FCSE Theme 3 Unit 6</p> <p>This topic fits in well with FCSE Theme 2, Unit 4 and this course is begun now to enable the course to be completed by Easter.</p>
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