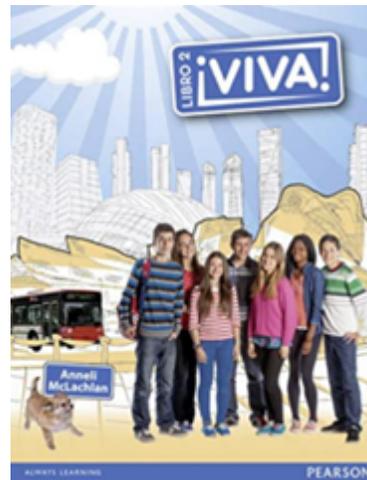# Modern Foreign Languages Department

Scheme of Learning

Year 8 Spanish

(5 hours per fortnight)

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Year 8 Spanish Modern Foreign Language Department Scheme of Learning

Half term 1.1

Topic and Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
¡Viva! 2 módulo 1 Mis vacaciones Unidad 1 pp. 8–9 De vacaciones	TBAT conjugate the verb IR in the simple past (preterite) TBAT talk about a past holiday TBAT read short texts about holiday for gist and not complete	GV1 Tenses (preterite) LC1 Listening and responding LC4 Expressing ideas (writing)	Talking about a past holiday Using the preterite of the verb IR	¿Adónde fuiste de vacaciones? el año pasado el verano pasado Fui a… Escocia España Francia Gales Grecia Inglaterra Irlanda Italia ¿Con quién fuiste? Fui con… mi clase mi familia	Sound of the week: LL Sounds like English Y in "yo-yo"	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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¡Viva! 2 módulo 1 Mis vacaciones Unidad 2 pp. 10–11 ¿Qué hiciste?	TBAT conjugate with confidence with the AR family of verbs in the simple past (preterite) across all six-verb people	GV1 Tenses (preterite) LC3 Conversation LC6 Reading comprehension	Conjugation – where have we seen this term before? A re-cap of how to form present tense structures and near future structures What is a translation trigger? AR verbs + preterite endings How to negate a sentence in the simple past	*¿Qué hiciste en tus vacaciones de verano?* *Bailé.* *Compré una camiseta.* *Descansé en la playa.* *Mandé SMS.* *Monté en bicicleta.* *Nadé en el mar.* *Saqué fotos.* *Tomé el sol.* *Visité monumentos.* *el primer día* *luego* *más tarde*	Sound of the week: CH Sounds like English CH in "cheese"	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

¡Viva! 1 Módulo 1 Mi vida Unidad 3 pp. 12–13 ¿Tienes hermanos?	TBAT talk about my age TBAT to use the verb TENER with all six people of the verb	GV2 Grammatical structures (indefinite articles) LC5 Speaking coherently and confidently LC6 Reading comprehension	Indefinite Articles The SIX people of the verb Verb conjugations What is an infinitive verb?	*¿Cuántos años tienes?* *Tengo… años.* *Numbers: uno to quince (and cero)* *¿Tienes hermanos?* *Tengo un hermano.* *Tengo una hermana.* *Tengo un hermanastro.* *Tengo una hermanastra.* *Tengo dos hermanos.* *Tengo dos hermanas.* *No tengo hermanos.* *Soy hijo único.* *Soy hija única.*	Sound of the week: hard C Sounds like English C in "car"	**Assessment Checkpoint 1** **Collective Feedback**

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 2 módulo 1 Mis vacaciones Unidad 3 pp. 12–13 El último día	TBAT conjugate with confidence with the ER & IR families of verbs in the simple past (preterite) across all six-verb people	GV1 Tenses (preterite) LC6 Translation into English LC8 Writing creatively	ER & IR verbs + preterite endings	*El último día de tus vacaciones, ¿qué hiciste?* *Bebí una limonada.* *Comí paella.* *Conocí a un chico guapo.* *Escribí SMS.* *Salí con mi hermana.* *Vi un castillo interesante.* *por la mañana* *por la tarde*		

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

¡Viva! 2 módulo 1 Mis vacaciones Unidad 4 pp. 14–15 ¿Cómo te fue?	TBAT use verb tables to deal with irregular verb forms such as SER in the simple past (preterite)	GV1 Tenses (preterite) LC5 Accurate pronunciation and intonation LC7 Literary texts	Preterite tense endings	*¿Cómo te fue?* *Fue…* *divertido* *flipante* *genial* *guay* *horrible* *horroroso* *raro* *regular* *un desastre* *¿Por qué?* *Porque…* *conocí a una chica guapa.* *hizo buen tiempo.* *visité monumentos interesantes.* *comí algo malo y vomité.* *llovió.* *perdí mi pasaporte/mi móvil.* *Me gustó.* *Me encantó.*		

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 2 módulo 1 Mis vacaciones Unidad 5 pp. 16–17 Speaking Skills: El verano pasado	TBAT prepare a short presentation about a past holiday to be delivered to the class.	GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently	To practise holiday vocabulary. To consolidate use of connectives, time expressions, verbs in the preterite, opinions and reasons and exclamations to make sentences more interesting.		Sound of the week: soft C Sounds like English TH in "thing"	
¡Viva! 2 módulo 1 Mis vacaciones Unidad 5 pp. 16–17 Speaking Skills: El verano pasado	TBAT give a presentation to the class about a past holiday. TBAT use a speaking mark scheme to identify the following: Range of language Accuracy	GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently	To practise holiday vocabulary. To consolidate use of connectives, time expressions, verbs in the preterite, opinions and reasons and exclamations to make sentences more interesting.		Sound of the week: CU + vowel Sounds like English QU in "queen"	

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	Pronunciation intonation					
¡Viva! 2 módulo 1 Mis vacaciones **Extension pp. 22–23 ¡Vaya vacaciones!**	TBAT use & recognise the SIMPLE PRESENT and the SIMPLE PAST (preterite) simultaneously.	GV3 Developing vocabulary LC7 Literary texts LC8 Writing creatively	Distinguishing between present and preterite verb forms - 'we' form of -ar verbs in present/preterite as well as other people of the verb.		Sound of the week: Z Sounds like English TH in "thing".	
Grammar Review **Using two different time frames (TENSES)**	TBAT use 2 different tenses. Simple Present Simple Past (preterite)	GV4 Accuracy (grammar) GV1 Tenses	Repaso: Conjugation of the simple present tense with regular verbs Conjugation of the simple past (preterite) with regular verbs Using an irregular verb table to spot conjugate irregular			**Assessment Checkpoint 2** **Collective Feedback**

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

			verb forms.			

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Explicit link to CEAIG in year 8	Career industry/ sector link
To prepare students for spontaneous questioning that could arise in an interview/workplace. Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.	
To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.	
To encourage skills such as 'reading for the gist' or 'scanning' which can be taken into any job role to save time and be efficient.	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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