

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 1.2

[Knowledge organiser 1.1 Click here](#)

Topic and Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 1 pp. 30–31 Mi vida, mi móvil	TBAT talk about how I use my mobile phone	GV1 Tenses (present) LC5 Accurate pronunciation and intonation LC3 Conversation (using modes of address)	Using the present tense in first person	<i>¿Qué haces con tu móvil?</i> <i>Chateo con mis amigos.</i> <i>Comparto mis vídeos favoritos.</i> <i>Descargo melodías o aplicaciones.</i> <i>Hablo por Skype.</i> <i>Juego.</i> <i>Leo mis SMS.</i> <i>Mando SMS.</i> <i>Saco fotos.</i> <i>Veo vídeos o películas.</i> <i>todos los días dos o tres veces a</i>	Sound of the week: QU Sounds like English C in “car”	

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<p>¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 1 pp. 32–33 ¿Qué tipo de música te gusta?</p>	<p>TBAT talk about the types of music that I like</p> <p>TBAT use adverbs of frequency</p>	<p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC4 Expressing ideas (writing)</p>	<p>Conjugation – where have we seen this term before?</p> <p>A re-cap of how to form present tense structures and near future structures</p> <p>What is a translation trigger?</p> <p>AR verbs + preterite endings</p> <p>How to negate a sentence in the simple past</p>	<p><i>¿Qué tipo de música te gusta?</i> <i>Me gusta.../Me encanta...</i> <i>No me gusta (nada)...</i> <i>el rap</i> <i>el R'n'B</i> <i>el rock</i> <i>la música clásica</i> <i>la música electrónica</i> <i>la música pop</i> <i>¿Qué tipo de música escuchas?</i> <i>Escucho rap.</i> <i>Escucho la música de...</i> <i>Escucho de todo.</i> <i>Mi cantante/grupo favorito es...</i> <i>Mi canción favorita es...</i> <i>Porque...</i> <i>me gusta la letra/la melodía/el ritmo es guay/horrible/tonto/a/triste</i> <i>En mi opinión...</i></p>	<p>Sound of the week: hard G</p> <p>Sounds like English G in “garden”</p>	
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<p>¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 3 pp. 34–35 Prefiero las comedias</p>	<p>TBAT talk about the types of TV programmes & Films that I like</p> <p>TBAT revise how to use comparatives and superlatives correctly</p>	<p>GV2 Grammatical structures (comparative)</p> <p>LC1 Listening and responding</p> <p>LC5 Speaking coherently and confidently</p>	<p>Listen to and understand a list of TV programme types</p> <p>Listen to people talk about what TV programmes they like, dislike and prefer</p> <p>Listen to two teenagers working through a questionnaire that features comparative adjectives</p>	<p><i>Un programa de deportes</i> <i>Una comedia</i> <i>Un concursoun documental</i> <i>Un reality</i> <i>Una serie policíaca</i> <i>El telediario</i> <i>Una telenovela</i> <i>Más...que</i> <i>Divertido/a</i> <i>Informativo/a</i> <i>Interesante</i> <i>Aburrido/a</i> <i>emocionante</i></p>	<p>Sound of the week: soft G</p> <p>Sounds like a harsh, throaty H</p>	<p>Extended Writing Assessment 3 Personalised feedback</p>
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
Orange	Green	Blue	Purple	Red	Light Purple	Brown

Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 3 pp. 36-37 saying what you did yesterday	TBAT talk about what you did yesterday	GV1 Tenses (preterite and present) LC2 Transcription LC8 Writing creatively	Using the preterite tense	<i>¿Qué hiciste ayer?</i> <i>Bailé en mi cuarto.</i> <i>Hablé por Skype con mi abuela.</i> <i>Hice gimnasia.</i> <i>Hice kárate.</i> <i>Hice los deberes.</i> <i>Jugué en línea con mis amigos/as.</i> <i>Monté en bici.</i> <i>Salí con mis amigos/as.</i> <i>Vi una película.</i> <i>Ayer por la mañana</i> <i>Luego por la tarde</i> <i>un poco más tarde</i>	Sound of the week: J Sounds like a harsh, throaty H	

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¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 5 pp. 38–39 Reading Skills: Mi guía	TBAT understand a TV guide in Spanish TBAT deal with authentic texts	GV3 Developing vocabulary LC6 Reading comprehension (authentic texts)	Read and understand a TV guide Find the Spanish equivalents of listed English expressions Answer multiple choice questions about the TV guide Work out the meaning of unfamiliar words	<i>Así que</i> <i>Más...que</i> <i>Mi/mis</i> <i>Su/sus</i> <i>Normalmente</i> <i>No</i> <i>Nunca</i> <i>O</i> <i>Además</i> <i>Porque</i> <i>También</i> <i>Sin embargo</i> <i>y</i>	Sound of the week: N Sounds similar to English NY in “canyon”	
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Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
El Día de los muertos Coco - Disney	TBAT explain how the day of the dead festival works within Mexican culture TBAT complete a film review of the film Coco	GV3 Opinions and discussions LC4 Expressing ideas (speaking) LC4 Expressing ideas (writing)	To use 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: V Sounds the same as letter B, as in English "ball"	Assessment Checkpoint 4 Collective feedback

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Explicit link to CEAIG in year 8	Career industry/ sector link
<p>To prepare students for spontaneous questioning that could arise in an interview/workplace.</p> <p>Making writing interesting, accurate and creative by including connectives, intensifiers, verbs, adjectives, and negatives as well as opinions. This would be advantageous at university or when writing a CV.</p>	
<p>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.</p>	
<p>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.</p>	
<p>To develop accurate listening and processing skills for lectures or interviews to be able to respond clearly and accurately.</p>	

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