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 2.1

Topic and Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
¡Viva! 2 módulo 3 ¡A comer! Unidad 1 pp. 54–55 ¿Qué te gusta comer?	TBAT talk about my likes and dislikes with regards to food and drink. TBAT use a wider range of opinions	GV3 Opinions and discussions LC2 Transcription LC8 Writing creatively	el agua (feminine) & other gender confused nouns Me gusta(n) + definite article	*¿Qué te gusta comer/beber? ¿Qué no te gusta comer/beber? Prefiero… Odio… Me gusta(n) (mucho)… Me encanta(n)… No me gusta(n) (nada)… el agua el arroz la carne los caramelos la fruta las hamburguesas*	Sound of the week: R Short tapped R on the roof of the mouth – compare "pero" and "perro"	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

| **¡Viva! 2 módulo 3 ¡A comer! Unidad 2 pp. 56–57 ¿Qué desayunas?** | TBAT describe mealtimes

TBAT explain the differences between Spanish & British mealtimes

TBAT use a wider range of negatives | GV2 Grammatical structures (negatives)

LC1 Listening and responding

LC7 Literary texts | Using negative structures | *¿Qué desayunas? Desayuno… café cereales churros Cola Cao™ té tostadas yogur zumo de naranja No desayuno nada. ¿Qué comes? Como… un bocadillo fruta paella ¿Qué cenas? Ceno… patatas fritas pescado con arroz pollo con ensalada No como…/Nunca como…*

¿A qué hora desayunas/comes/cenas? Desayuno/como/ceno a las… | Sound of the week: RR

Rolled R – compare "pero" and "perro" | |

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

| ¡Viva! 2 módulo 3 ¡A comer! Unidad 3 pp. 58–59 En el restaurante | TBAT to order food and drink in a restaurant

TBAT to understand different menus

TBAT to design the perfect menu. | GV4 Accuracy (grammar)

LC3 Conversation (using modes of address)

LC4 Expressing ideas (writing) | Using the formal *you* (usted/ustedes) | *Buenos días.*
¿Qué va a tomar (usted)?
¿Qué van a tomar (ustedes)?
¿Y de segundo?
¿Para beber?
¿Algo más?

Tengo hambre.
Tengo sed.
de primer/segundo plato
de postre
Voy a tomar…
chuletas de cerdo
ensalada mixta
filete
helado de chocolate/fresa/vainilla
huevos fritos
pan
pollo con pimientos
sopa
tarta de queso
tortilla española
cola

Nada más, gracias.
La cuenta, por favor. | Sound of the week: H

Always silent, as in English "honest" | **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 3 ¡A comer! Unidad 4 pp. 60–61 ¿Qué vamos a comprar?	TBAT to use the near future tense to talk about what I am going to buy for a party.	GV1 Tenses (near future) LC5 Accurate pronunciation and intonation LC8 Writing creatively	Using the near future tense	*Día* *Hora* *Lugar* *¿Qué vas a traer/comprar?* *Voy a traer…* *Fajitas* *Guacamole* *Quesadillas* *Voy a comprar…* *una botella de…* *200 gramos de…* *un kilo/medio kilo de…* *un paquete de…* *Aguacates* *Limonada* *Queso*	Sound of the week: A Sounds like A in English "apple"	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

No explicit link to ¡Viva! 2	TBAT to buy food and drink in a supermarket or market TBAT order different quantities and amounts TBAT to work out amounts in euros	GV3 Opinions and discussions LC7 Language and culture	Talk about specific quantities & amounts (metric system)	*Fruit* *Vegetables* *Repaso of different foods and drinks* *Box, carton, bottle, bag*	Sound of the week: O Sounds similar to English O in "dog"	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

All Saints
Sixth Form College

THE ACADEMY OF
st NICHOLAS

ALL SAINTS
Multi Academy Trust

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 as well as giving presentations Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives as well as opinions. 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 practise transcription skills which promotes accurate listening skills to be able to respond accurately in interviews or at university	
To discuss modes of address and manners which are important in both business situations and at university.	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness