

# 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 2.2

[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
<b>¡Viva! 2 módulo 4 ¿Qué hacemos? Unidad 1 pp. 78–79 ¿Te gustaría ir al cine?</b>	TBAT arrange an outing.  TBAT use the expression me gustaría + infinitive verb form to say what I would like to do.	GV2 Grammatical structures (me gustaría + infinitive)  LC5 Accurate pronunciation and intonation  LC6 Translation into English	Using the conditional with infinitive verbs	<i>¿Te gustaría ir al/ala...?</i> <i>Cine</i> <i>Bolera</i> <i>Cafetería</i> <i>centro comercial</i> <i>Museo</i> <i>Parque</i> <i>pista de hielo</i> <i>Polideportivo</i> <i>¿Te gustaría venir a mi casa?</i> <i>Vale.</i> <i>De acuerdo.</i> <i>Muy bien.</i> <i>¡Genial!</i> <i>Sí, me gustaría</i>	Sound of the week: E  Sounds similar to E in English “fed”	

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<p><b>¡Viva! 2 módulo 4 ¿Qué hacemos? Unidad 2 pp. 80–81 Lo siento, no puedo</b></p>	<p>TBAT make excuses and give reasons</p> <p>TBAT use the highly irregular verbs PODER and QUERER</p> <p>TBAT explain how a stem changing verb works</p> <p>TBAT explain the terms:</p> <p>BOOT VERB STEM CHANGING RADICAL CHANGING SPELLING CHANGING</p>	<p>GV2 Grammatical structures (stem-changing verbs)</p> <p>LC3 Conversation</p> <p>LC4 Expressing ideas (writing)</p>	<p>Boot verbs / stem changing verbs / spelling change verbs / radical changing verbs.</p>	<p><i>¿Quieres salir? Lo siento, no puedo. Tengo que... hacer los deberes ordenar mi dormitorio cuidar a mi hermano pasear al perro lavarme el pelo salir con mis padres No quiero. No tengo dinero. No puede salir.</i></p>	<p>Sound of the week: l</p> <p>Sounds like EE in English “feed”</p>	<p><b>Assessment Checkpoint 2</b></p> <p><b>Collective feedback</b></p>
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
Orange	Green	Blue	Purple	Red	Light Purple	Brown

<p><b>¡Viva! 2 módulo 4 ¿Qué hacemos? Unidad 3 pp. 82–83 ¿Cómo te preparas?</b></p>	<p>TBAT use reflexives verbs in the Simple Present Tense</p>	<p>GV2 Grammatical structures (reflexive verbs)</p> <p>LC6 Reading comprehension</p> <p>LC8 Writing creatively</p>	<p>Using the formal <i>you</i> (usted/ustedes)</p>	<p><i>¿Cómo te preparas cuando sales de fiesta?</i>  <i>Me baño.</i>  <i>Me ducho.</i>  <i>Me lavo la cara.</i>  <i>Me lavo los dientes.</i>  <i>Me visto.</i>  <i>Me maquillo.</i>  <i>Me peino.</i>  <i>Me aliso el pelo.</i>  <i>Me pongo gomina.</i>  <i>Primero...</i>  <i>Luego...</i>  <i>Después...</i>  <i>Finalmente...</i>  <i>Siempre a veces nunca</i></p>	<p>Sound of the week: U</p> <p>Sounds similar to OO in English "food"</p>	
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Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>¡Viva! 2</b> <b>módulo 4</b> <b>¿Qué hacemos?</b> <b>Unidad 4 pp. 84–85</b> <b>¿Qué vas a llevar?</b>	<p>TBAT talk about and describe items of clothing</p> <p>TBAT use demonstrative adjectives correctly in singular and plural forms</p> <p>TBAT use the near future tense correctly</p>	<p>GV2 Grammatical structures (demonstrative adjectives)</p> <p>LC1 Listening and responding</p> <p>LC4 Expressing ideas (writing)</p>	Using demonstrative adjectives	<p><i>¿Qué llevas normalmente los fines de semana?</i></p> <p><i>Normalmente los fines de semana llevo...</i></p> <p><i>un jersey</i></p> <p><i>un vestido</i></p> <p><i>una camisa</i></p> <p><i>una camiseta</i></p> <p><i>una falda</i></p> <p><i>una gorra</i></p> <p><i>una sudadera</i></p> <p><i>unos pantalones</i></p> <p><i>unos vaqueros</i></p> <p><i>unos zapatos</i></p> <p><i>unas botas</i></p> <p><i>unas zapatillas de</i></p>	<p>Sound of the week: El</p> <p>Sounds like AI in English “paid”</p>	

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<b>No explicit link to ¡Viva! 2</b>	TBAT conjugate the SIMPLE FUTURE tense (regular forms) with all six people of the verb  TBAT distinguish between the SIMPLE and NEAR future tenses.	GV2 Grammatical structures  GV1 Tenses (simple future)	SIMPLE FUTURE tense  NEAR FUTURE tense  Stem  Endings  Use of accents with some time frames (tenses)		Sound of the week: IE  Sounds like YE in English "yes"	<b>Extended Writing Assessment 3</b>  <b>Personalised feedback</b>
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Explicit link to CEAIG in year 8	Career industry/ sector link
<p>To prepare students for conversation, using correct intonation that could arise in an interview/workplace.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives as well as expressing ideas. 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>	
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