

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 3.1

[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 5 Operación verano Unidad 1 pp. 104–105 ¿Qué casa prefieres?	TBAT describe a holiday home TBAT use comparatives in Spanish	GV2 Grammatical structures (comparatives) LC2 Transcription LC3 Conversation	Using the comparative	<i>Esta casa/Este piso es (muy)...</i> <i>Amplio/a</i> <i>Antiguo/a</i> <i>Bonito/a</i> <i>Cómodo/a</i> <i>Feo/a</i> <i>Grande</i> <i>Maravilloso/a</i> <i>Moderno/a</i> <i>Pequeño/a</i> <i>Está...</i> <i>cerca de la playa</i> <i>en el centro</i> <i>en la montaña</i>	Sound of the week: Al Sounds like English word "eye"	

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<p>¡Viva! 2 módulo 5 Operación verano Unidad 2 pp. 106–107 ¿Qué se puede hacer en...?</p>	<p>TBAT recommend activities using the SE PUEDE + Infinitive verb structure</p> <p>TBAT use the superlative in Spanish</p> <p>TBAT distinguish the difference between a comparative and a superlative in Spanish</p>	<p>GV2 Grammatical structures (superlatives)</p> <p>LC4 Expressing ideas (writing)</p> <p>LC8 Translation into Spanish</p>	<p>Se puede + infinitive</p> <p>Using the superlative</p>	<p><i>¿Qué se puede hacer en...? Se puede(n)... hacer actividades náuticas hacer artes marciales hacer senderismo ir a la bolera ir a la playa ir al restaurante ir de compras ir de paseo en bicicleta jugar al golf jugar al tenis jugar al voleibol ver la catedral visitar el/un castillo</i></p>	<p>Sound of the week: UE</p> <p>Sounds like “we” in English “west”</p>	<p>Assessment Checkpoint 1</p> <p>Collective Feedback</p>
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¡Viva! 2 módulo 5 Operación verano Unidad 3 pp. 108–109 ¿Dónde está?	TBAT revise places in the town vocabulary TBAT ask for and give directions in Spanish	GV2 Grammatical structures (imperative) LC2 Transcription LC6 Reading comprehension	Using the imperative	<i>¿Dónde está...? la catedral la estación de tren el minigolf el parque acuático el parque de atracciones la pista de karting el zoo Sigue todo recto. Dobla a la derecha/izquierda. Toma la primera a la derecha/izquierda. Toma la segunda a la derecha/izquierda. Cruza la plaza. Está a la derecha/izquierda.</i>	Sound of the week: EU Treat as two separate sounds “eh” and “oo” placed together	
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Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 2 módulo 5 Operación verano Unidad 4 pp. 110–111 Campamentos de verano	TBAT talk about summer camps using THREE different time frames together PRESENT SIMPLE PAST (preterite) FUTURE (simple & near)	GV1 Tenses (present, preterite and near future) LC5 Accurate pronunciation and intonation LC5 Speaking coherently and confidently	Using three tenses (present, preterite, near future) together	<i>el campamento de verano</i> <i>Vas a hacer/ir...</i> <i>Voy a escoger...</i> <i>porque...</i> <i>Me gusta...</i> <i>Me encanta...</i> <i>Me gustaría mucho...</i> <i>Me encantaría...</i>	Sound of the week: AU Sounds like OU in English “house”	Assessment Checkpoint 2 Collective Feedback

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[Orange]	[Green]	[Blue]	[Purple]	[Red]	[Light Purple]	[Brown]

Explicit link to CEAIG in year 8	Career industry/ sector link
<p>To prepare students for coherent, confident conversation and expression of ideas 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>	
<p>To practise listening skills for accuracy and give students confidence to respond well. These skills are useful at university and in job interviews.</p>	
Empty space for additional content	

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