



## KS3 – Year 8 - Spanish Long Term Mapping

**Subject Intent/ Aims:** Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Our teaching will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study. It should also increase pupils' cultural capital, promoting knowledge and tolerance of other cultures.

### National Curriculum Coverage

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- Use and manipulate a variety of key grammatical structures and patterns
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- Use accurate grammar, spelling and punctuation.
- Listen to a variety of forms of spoken language to obtain information and respond appropriately
- Transcribe words and short sentences that they hear with increasing accuracy
- Initiate and develop conversations
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

Write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

#### ADVENT- Key Content:

Describing People  
Describing where you live  
Talking about your town  
Time  
In the café  
Weekend plans/Future tense  
Día de los Muertos

#### LENT- Key Content:

Past Holidays  
Holiday activities  
Opinion on Holiday  
Technology  
Music  
TV

#### PENTECOST- Content:

Past activities  
Food  
Mealtimes  
Restaurant  
Shopping  
Party





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| <p><u>Key Component:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy.</p> <p>To understand and apply basic grammatical structures.</p> <p>To improve cultural capital.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><u>Key Component:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy.</p> <p>To understand and apply basic grammatical structures.</p> <p>To improve cultural capital.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><u>Key Component:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy.</p> <p>To understand and apply basic grammatical structures.</p> <p>To improve cultural capital.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><u>Components Advent 1</u></b></p> <ol style="list-style-type: none"> <li>Describing People</li> <li>Describing where you live</li> <li>My town <i>Sevilla</i></li> <li>Time - <i>al a la</i></li> </ol> <p><b><u>Components Advent 2</u></b></p> <ol style="list-style-type: none"> <li>In the café - <i>querer</i></li> <li>Weekend Plans - <i>ir</i></li> <li><i>Día de los Muertos</i></li> <li>Future plans</li> <li><i>Navidad</i></li> </ol> <p><i>Key Composites</i></p> <p>KQ 1 ¿Cómo es?<br/>Saying what other people look like Using verbs in the third person<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>Maintenance Mark</p> <p>KQ2 ¿Cómo es tu casa o tu piso?<br/>Describing where you live Using the verb estar (to be)<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 3 ¿Qué hay en tu ciudad?</p> | <p><b><u>Components Lent 1</u></b></p> <ol style="list-style-type: none"> <li>Holidays <i>Preterite –ir Hispanic Destinations</i></li> <li>Activities - <i>Preterite</i></li> <li>Opinions</li> <li>Narration – last day - <i>Reading aloud</i></li> </ol> <p><b><u>Components Lent 2</u></b></p> <ol style="list-style-type: none"> <li>Technology</li> <li><i>–ar – er -ir verbs</i></li> <li>Music - <i>Spanish Music</i></li> </ol> <p><i>Key Composites</i></p> <p>KQ 1 De vacaciones<br/>Talking about a past holiday Using the preterite of ir<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>Maintenance Mark</p> <p>KQ2 ¿Qué hiciste?<br/>Saying what you did on holiday Using the preterite of regular -ar verbs<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ3 El último día<br/>Describing the last day on holiday Using the preterite of -er and -ir verbs<br/>KEY TERMS TEST – Peer assessed/feedback/dirt</p> | <p><b><u>Components Pentecost 1</u></b></p> <ol style="list-style-type: none"> <li>TV</li> <li>Past Activities – <i>preterite</i> - <i>Photo cards</i></li> <li>Food - <i>negatives</i></li> <li><i>Mealtimes</i></li> </ol> <p><b><u>Components Lent 2</u></b></p> <ol style="list-style-type: none"> <li>Restaurants - <i>Usted</i></li> <li>Shopping - <i>Future</i></li> <li>Planning a party – <i>Three tenses</i></li> </ol> <p><i>Key Composites</i></p> <p>KQ1 Prefiero las comedias<br/>Talking about TV Using the comparative<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>Maintenance Mark</p> <p>KQ2 ¿Qué hiciste ayer?<br/>Saying what you did yesterday Using the present and the preterite<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ3 ¿Qué te gusta comer?</p> |





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| <p>Describing your town or village Using 'a', 'some' and 'many' in Spanish<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ 4 ¿Qué haces en la ciudad?<br/>Telling the time Using the verb ir (to go)<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>Maintenance Mark</p> <p>KQ 5 En la cafetería<br/>Ordering in a café Using the verb querer (to want)<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ 6 ¿Qué vas a hacer?<br/>Saying what you are going to do at the weekend Using the near future tense<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>WRITING – Teacher assessed/WC feedback/dirt</p> <p>NOVEMBER – ASSESSMENT 1 – Reading and Listening – teacher assessed/feedback/dirt</p> <p>KQ 7 ¿Te gusta tu ciudad?<br/>Understanding people describing their town Listening for detail<br/>Maintenance Mark</p> | <p>KQ4 ¿Cómo te fue?<br/>Saying what your holiday was like Using the preterite of ser<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ5 El verano pasado<br/>Giving a presentation about your holiday Making your sentences interesting<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>WRITING – Teacher assessed/WC feedback/dirt</p> <p>MARCH – ASSESSMENT 2 – Reading and Listening – teacher assessed/feedback/dirt</p> <p>KQ6 Mi vida, mi móvil (pp. 30–31) Saying what you use your phone for Revising the present tense<br/>KEY TERMS TEST – Peer assessed/feedback/dirt</p> <p>KQ7 ¿Qué tipo de música te gusta? (pp. 32–33) Saying what type of music you like Giving a range of opinions<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>WRITING – Teacher assessed/WC feedback/dirt</p> | <p>Saying what food you like Using a wider range of opinionsKEY TERMS TEST – Peer assessed/feedback/dirt<br/>WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ4 ¿Qué desayunas?<br/>Describing mealtimes Using negatives<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>Maintenance Mark</p> <p>KQ5 En el restaurante<br/>Ordering a meal Using usted / ustedes<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>MAY – ASSESSMENT 3 – Reading and Listening – teacher assessed/feedback/dirt</p> <p>KQ6 ¿Qué vamos a comprar?<br/>Discussing what to buy for a party Using the near future<br/>KEY TERMS TEST – Peer assessed/feedback/dirt<br/>Maintenance Mark</p> <p>KQ7 ¡Fiesta!<br/>Giving an account of a party Using three tenses together<br/>TERMS TEST – Peer assessed/feedback/dirt<br/>WRITING – Teacher assessed/WC feedback/dirt</p> |
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| Key Terms and Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Terms and Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Terms and Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Terms and Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Terms and Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Terms and Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Grammar</b><br><i>un/una, unos/unas and muchos/muchas</i><br><i>ir – to go (present tense)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Grammar</b><br><i>stem-changing verb querer</i><br><i>the near future tense (voy, vas, va, etc. + infinitive)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Grammar</b><br><i>preterite of ir (full paradigm)</i><br><i>preterite of regular -ar verbs (full paradigm)</i><br><i>preterite of sacar: spelling change</i><br><i>saqué</i><br><i>preterite + no</i><br><i>preterite of regular -er and -ir verbs (full paradigm)</i><br><i>preterite of ver: vi</i><br><i>preterite of ser</i>                                                                                                                                                      | <b>Grammar</b><br><i>present tense of regular -ar, -ir, -er verbs, full paradigm (revision)</i><br><i>present tense of stem-changing verbs (revision)</i><br><i>Me gusta + the definite article</i><br><i>agreement of adjectives</i><br><i>present tense of preferir (full paradigm)</i><br><i>comparison of adjectives: más... que...</i><br><i>agreement of indefinite article</i><br><i>preterite of hacer (full paradigm)</i><br><i>using the present and the preterite together</i>                                          | <b>Grammar</b><br><i>el agua (feminine)</i><br><i>Me gusta(n) + definite article</i><br><i>negatives: no, nunca, no... nada</i><br><i>familiar/polite 'you': tú / usted / ustedes</i><br><i>using the present and the preterite together</i><br><i>near future tense (full paradigm)</i><br><i>using three tenses (present, preterite, near future) together</i>                                                                                                                                                                                         | <b>Grammar</b><br><i>a + el = al</i><br><i>de + el = del</i><br><i>conditional: me/te gustaría + infinitive</i><br><i>Stem-changing verbs querer, poder (present tense)</i><br><i>reflexive verbs (present tense)</i><br><i>adjective agreement (colour adjectives)</i><br><i>demonstrative adjective este/esta/estos/estas</i><br><i>using three tenses (present, preterite, near future) together</i>                                                                                                                                                                                                                                 |
| <b>Key Words</b><br><i>(No) Es...</i><br><i>alto/a</i><br><i>bajo/a</i><br><i>pequeño/a</i><br><i>joven</i><br><i>viejo/a</i><br><i>guapo/a</i><br><i>gordo/a</i><br><i>delgado/a</i><br><i>feo/a</i><br><i>simpático/a</i><br><i>inteligente</i><br><i>Tiene pecas.</i><br><i>Tiene barba.</i><br><i>Vivo en...</i><br><i>una casa</i><br><i>un piso</i><br><i>bonito/a</i><br><i>antiguo/a</i><br><i>cómodo/a</i><br><i>pequeño/a</i><br><i>grande</i><br><i>moderno/a</i><br><i>Está en...</i><br><i>la montaña</i><br><i>un pueblo</i><br><i>una ciudad</i><br><i>la costa</i><br><i>el campo</i><br><i>el desierto</i><br><i>el norte</i><br><i>el este</i><br><i>el sur</i><br><i>el oeste</i><br><i>el centro</i> | <b>Key Words</b><br><i>una bebida</i><br><i>un café</i><br><i>un té</i><br><i>una Fanta limón</i><br><i>un batido de chocolate</i><br><i>un batido de fresa</i><br><i>una Coca-Cola</i><br><i>un granizado de limón</i><br><i>una ración (de)...</i><br><i>gambas</i><br><i>jamón</i><br><i>calamares</i><br><i>croquetas</i><br><i>patatas bravas</i><br><i>tortilla</i><br><i>pan con tomate</i><br><i>¿Qué quieren?</i><br><i>Yo quiero...</i><br><i>¿Algo más?</i><br><i>No, nada más.</i><br><i>¿Y de beber?</i><br><i>¿Cuánto es por favor?</i><br><i>Son... euros...</i><br><br><i>¿Qué vas a hacer este fin de semana?</i><br><i>el sábado por la mañana</i><br><i>el viernes por la tarde</i> | <b>Key Words</b><br><i>¿Adónde fuiste de vacaciones?</i><br><i>el año pasado</i><br><i>el verano pasado</i><br><i>Fui a...</i><br><i>Escocia</i><br><i>España</i><br><i>Francia</i><br><i>Gales</i><br><i>Grecia</i><br><i>Inglaterra</i><br><i>Irlanda</i><br><i>Italia</i><br><i>¿Con quién fuiste?</i><br><i>Fui con...</i><br><i>mi clase</i><br><i>mi familia</i><br><i>mis amigos/as</i><br><i>mis padres</i><br><i>¿Cómo fuiste?</i><br><i>Fui/Fuimos en...</i><br><i>autocar</i> | <b>Key Words</b><br><i>¿Qué haces con tu móvil?</i><br><i>Chateo con mis amigos.</i><br><i>Comparto mis vídeos favoritos.</i><br><i>Descargo melodías o aplicaciones.</i><br><i>Hablo por Skype.</i><br><i>Juego.</i><br><i>Leo mis SMS.</i><br><i>Mando SMS.</i><br><i>Saco fotos.</i><br><i>Veo vídeos o películas.</i><br><i>todos los días</i><br><i>dos o tres veces a la semana</i><br><i>a veces</i><br><i>de vez en cuando</i><br><i>nunca</i><br><i>¿Qué tipo de música te gusta?</i><br><i>Me gusta.../Me encanta...</i> | <b>Key Words</b><br><i>En mi opinión,...</i><br><i>un concurso</i><br><i>un documental</i><br><i>un programa de deportes</i><br><i>un reality</i><br><i>una comedia</i><br><i>una serie policíaca</i><br><i>una telenovela</i><br><i>el telediario</i><br><i>más... que...</i><br><i>aburrido/a</i><br><i>divertido/a</i><br><i>emocionante</i><br><i>informativo/a</i><br><i>interesante</i><br><i>(No) estoy de acuerdo.</i><br><i>¡Ni hablar!</i><br><i>¿Qué hiciste ayer?</i><br><i>Bailé en mi cuarto.</i><br><i>Hablé por Skype con mi abuela.</i> | <b>Key Words</b><br><i>Tengo hambre.</i><br><i>Tengo sed.</i><br><i>de primer/segundo plato</i><br><i>de postre</i><br><i>Voy a tomar...</i><br><i>chuletas de cerdo</i><br><i>ensalada mixta</i><br><i>filete</i><br><i>helado de chocolate/fresa/vainilla</i><br><i>huevos fritos</i><br><i>pan</i><br><i>pollo con pimientos</i><br><i>sopa</i><br><i>tarta de queso</i><br><i>tortilla española</i><br><i>cola</i><br><br><i>Nada más, gracias.</i><br><i>La cuenta, por favor.</i><br><i>Buenos días.</i><br><i>¿Qué va a tomar (usted)?</i><br><i>¿Qué van a tomar (ustedes)?</i><br><i>¿Y de segundo?</i><br><i>¿Para beber?</i> |





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| <p>¿Qué hay en tu pueblo o tu ciudad?</p> <p>Hay...</p> <p>un castillo</p> <p>un mercado</p> <p>un estadio</p> <p>un centro comercial</p> <p>un polideportivo</p> <p>una piscina</p> <p>una universidad</p> <p>unos museos</p> <p>unas plazas</p> <p>muchos parques</p> <p>muchos restaurantes</p> <p>muchas tiendas</p> <p>No hay museo.</p> <p>No hay nada.</p> <p>¿Qué hora es?</p> <p>Es la una.</p> <p>Son...</p> <p>las dos</p> <p>y cinco, y diez, y cuarto</p> <p>y veinte, y veinticinco, y media</p> <p>menos veinticinco, menos veinte,</p> <p>menos cuarto, menos diez,</p> <p>menos cinco</p> <p>¿Qué haces en la ciudad?</p> <p>Salgo con mis amigos.</p> <p>Voy...</p> <p>al cine</p> <p>al parque</p> <p>a la cafetería</p> <p>a la bolera</p> <p>a la playa</p> <p>de paseo con mi familia</p> | <p>(No) Voy a...</p> <p>jugar a los videojuegos</p> <p>ir de compras</p> <p>ir de paseo</p> <p>ir al parque</p> <p>bailar</p> <p>salir con mis amigos</p> <p>navegar por Internet</p> <p>ver la televisión</p> <p>hacer los deberes</p> <p>montar en bici</p> <p>jugar al fútbol</p> <p>chatear</p> <p><b>HO KNOWLEDGE</b></p> <p>Linking words: pero (but), sino (but), sin embargo (however), aunque (although), también (also), tampoco (neither) ser/ir</p> <p>Full preterite conjugation</p> <p>Stem changing verbs</p> <p><b>STEM PHRASES:</b></p> <p>Hay</p> <p>Cuando sea mayor me gustaría</p> <p>Cuando era joven</p> <p>Si fuera rico/rica iría</p> | <p>avión</p> <p>barco</p> <p>coche</p> <p>tren</p> <p>No fui de vacaciones.</p> <p>¡Qué aburrido/bien/divertido/guay!</p> <p>¿Qué hiciste en tus vacaciones de verano?</p> <p>Bailé.</p> <p>Compré una camiseta.</p> <p>Descansé en la playa.</p> <p>Mandé SMS.</p> <p>Monté en bicicleta.</p> <p>Nadé en el mar.</p> <p>Saqué fotos.</p> <p>Tomé el sol.</p> <p>Visité monumentos.</p> <p>el primer día</p> <p>luego</p> <p>más tarde</p> <p>después</p> <p>El último día de tus vacaciones,</p> <p>¿qué hiciste?</p> <p>Bebí una limonada.</p> <p>Comí paella.</p> <p>Conocí a un chico guapo.</p> <p>Escribí SMS.</p> <p>Salí con mi hermana.</p> <p>Vi un castillo interesante.</p> <p>por la mañana</p> <p>por la tarde</p> <p>¿Cómo te fue?</p> <p>Fue...</p> <p>divertido</p> <p>flipante</p> <p>genial</p> | <p>No me gusta (nada)...</p> <p>el rap</p> <p>el R'n'B</p> <p>el rock</p> <p>la música clásica</p> <p>la música electrónica</p> <p>la música pop</p> <p>¿Qué tipo de música escuchas?</p> <p>Escucho rap.</p> <p>Escucho la música de...</p> <p>Escucho de todo.</p> <p>Mi cantante/grupo favorito es...</p> <p>Mi canción favorita es...</p> <p>porque...</p> <p>me gusta la letra/la melodía/el ritmo</p> <p>es guay/horrible/tonto/a/triste</p> | <p>Hice gimnasia.</p> <p>Hice kárate.</p> <p>Hice los deberes.</p> <p>Jugué en línea con mis amigos/as.</p> <p>Monté en bici.</p> <p>Salí con mis amigos/as.</p> <p>Vi una película.</p> <p>ayer</p> <p>por la mañana</p> <p>luego</p> <p>por la tarde</p> <p>un poco más tarde</p> <p><b>¿Qué te gusta comer/beber?</b></p> <p>¿Qué no te gusta comer/beber?</p> <p>Prefiero...</p> <p>Odio...</p> <p>Me gusta(n) (mucho)...</p> <p>Me encanta(n)...</p> <p>No me gusta(n) (nada)...</p> <p>el agua</p> <p>el arroz</p> <p>la carne</p> <p>los caramelos</p> <p>la fruta</p> <p>las hamburguesas</p> <p>los huevos</p> <p>la leche</p> <p>el marisco</p> <p>el pescado</p> <p>el queso</p> <p>las verduras</p> <p>¡Qué asco!</p> <p>¡Qué rico!</p> <p>¡No, gracias!</p> <p>¿Qué desayunas?</p> <p>Desayuno...</p> <p>café</p> <p>cereales</p> | <p>¿Algo más?</p> <p>día</p> <p>hora</p> <p>lugar</p> <p>¿Qué vas a traer/comprar?</p> <p>Voy a traer...</p> <p>fajitas</p> <p>guacamole</p> <p>quesadillas</p> <p>Voy a comprar...</p> <p>una botella de...</p> <p>200 gramos de...</p> <p>un kilo/medio kilo de...</p> <p>un paquete de...</p> <p>aguacates</p> <p>limonada</p> <p>queso</p> <p>tomates</p> <p>tortillas</p> <p>una cebolla</p> <p>una lechuga</p> <p>un pimiento verde/rojo</p> <p><b>HO KNOWLEDGE</b></p> <p>Using 3 tenses</p> <p>Using structures with 2 verbs</p> <p><b>STEM PHRASES:</b></p> <p>Si fuera rico/a me gustaría vivir..</p> |
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| <p>de compras<br/>No hago nada.</p> |  | <p>guay<br/>horrible<br/>horroroso<br/>raro<br/>regular<br/>un desastre<br/>¿Por qué?<br/>Porque...<br/>conocí a una chica guapa.<br/>hizo buen tiempo.<br/>visité monumentos<br/>interesantes.<br/>comí algo malo y vomité.<br/>llovió.<br/>perdí mi pasaporte/mi móvil.<br/>Me gustó.<br/>Me encantó.</p> <p><b><u>HO KNOWLEDGE</u></b><br/>         ·Using: when to use por and para<br/>         usted/ustedes<br/>         Using three tenses together<br/>         Using direct object pronouns</p> <p><b><u>STEM PHRASES:</u></b><br/>         Uso ____ para + INFINITIVE<br/>         Solía + infinitive<br/>         Cuando sea mayor me gustaría<br/>         Cuando era joven<br/>         Si fuera rico/rica iría<br/>         En el pasado me gustaba ____<br/>         pero ahora ____</p> |  | <p>churros<br/>Cola Cao™<br/>té<br/>tostadas<br/>yogur<br/>zumo de naranja<br/>No desayuno nada.<br/>¿Qué comes?<br/>Como...<br/>un bocadillo<br/>fruta<br/>paella<br/>¿Qué cenas?<br/>Ceno...<br/>patatas fritas<br/>pescado con arroz<br/>pollo con ensalada<br/>No como.../Nunca como...</p> <p>¿A qué hora desayunas/comes/cenas?<br/>Desayuno/como/ceno a las...</p> <p>Ayer desayuné/comí/cené...</p> |  |
|-------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|





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| <u>Adapted Curriculum Content</u>                                                                                                                    | <u>Adapted Curriculum Content</u>                                                                                                                                               | <u>Adapted Curriculum Content</u>                                                                                                                                       |                                                                                                                                                     |
| Higher: Full paradigm of ir and querer, full use of quantifiers mucho etc. Negatives and linking words. Stem changing verbs. HO stem phrases         | Higher: Full paradigm of preterite – -ar verbs and ir, full paradigm of present preferir.                                                                                       | Higher: Full paradigm of near future, use three tenses together, demonstrative adjectives, further negatives                                                            |                                                                                                                                                     |
| Middle: Singular of ir and querer, use of quantifiers mucho etc. Negatives and linking words. Stem changing verbs                                    | Middle: Singular of preterite – -ar verbs and ir, singular of present preferir.                                                                                                 | Middle: Singular of near future, use three tenses together, demonstrative adjectives, further negatives                                                                 |                                                                                                                                                     |
| Lower: First and third person singular of ir and querer, use of quantifiers mucho/mucha/muchos/muchas. Negatives and linking words – y,pero/también. | Lower: First and third person singular of preterite – -ar verbs and ir, first person singular of present preferir.                                                              | Lower: First and third person singular of near future, use two tenses together, demonstrative adjectives, negatives                                                     |                                                                                                                                                     |
| <u>Adaptive Implementation Strategies</u>                                                                                                            | <u>Adaptive Implementation Strategies</u>                                                                                                                                       | <u>Adaptive Implementation Strategies</u>                                                                                                                               |                                                                                                                                                     |
| Adapted powerpoints.                                                                                                                                 | Adapted powerpoints.                                                                                                                                                            | Adapted powerpoints.                                                                                                                                                    |                                                                                                                                                     |
| Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.                  | Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.                                             | Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.                                     |                                                                                                                                                     |
| <u>Composite Skills</u>                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                                         |                                                                                                                                                     |
| Listening:                                                                                                                                           | Speaking:                                                                                                                                                                       | Reading:                                                                                                                                                                | Writing:                                                                                                                                            |
| <ul style="list-style-type: none"><li>Listening for more detailed understanding</li><li>Pronunciation</li></ul>                                      | <ul style="list-style-type: none"><li>Engage in basic conversations on a number of topics</li><li>Use tenses and opinions</li><li>Pronunciation</li><li>Reading aloud</li></ul> | <ul style="list-style-type: none"><li>More detailed comprehension</li><li>Understand grammatical constructs</li></ul> Reading Translation: translate ideas into English | Write more detailed sentences with connectives, subordinate clauses, opinion and 3 tenses.<br><br>Writing Translation: translate ideas into Spanish |



**Final composition/ Deliberate Practice:**

Key term test after every unit  
 30/40 word writing, Peer assessed Speaking after every 2/3 units  
 November Assessment Point 1 – Reading, Listening  
 March Assessment Point 2 – Reading, Listening  
 May Assessment Point 3 –Reading, Listening

| <p><u>Assessment/s (Formative and Summative):</u></p> <p>RRR</p> <p>AFL Quizzes / 5 en 30</p> <p>Keyword Tests</p> <p>Peer assessed Speaking</p> <p>30/40 Word Writing</p> <p>Assessment Point 1</p> <p><u>Intervention Point 1</u></p>                                                        | <p><u>Assessment/s (Formative and Summative):</u></p> <p>RRR</p> <p>AFL Quizzes / 5 en 30</p> <p>Keyword Tests</p> <p>Peer assessed Speaking</p> <p>30/40 Word Writing</p> <p>Assessment Point 2</p> <p><u>Intervention Point 2</u></p>                                                                                                         | <p><u>Assessment/s (Formative and Summative):</u></p> <p>RRR</p> <p>AFL Quizzes / 5 en 30</p> <p>Keyword Tests</p> <p>Peer assessed Speaking</p> <p>30/40 Word Writing</p> <p>Assessment Point 3</p> <p><u>Intervention Point 3</u></p>                                                                                                                                   |
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| <p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Literacy: Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference, Tenses</p> <p>Poetry</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Geography: Sevilla</p> | <p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Literacy: Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference, tenses</p> <p>Descriptions, Opinions</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Music: Spanish Music</p> <p>Food Prep: Spanish Food</p> | <p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Literacy: Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference</p> <p>Descriptions, Opinions, Tenses</p> <p>Spanish Book</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Geography: Mexico City</p> <p>Art and Music: Spanish Film</p> |





### SMSC/ BV/ RSHE:

Students are encouraged to have an open mind when approaching differences in both language and culture. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate in Spanish with each other in groups and as a class promoting social development and language skills.

**SOCIAL:** All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. By its very nature, our subject is based on social aspects of communication.

**MORAL:** Clear, high expectations are given every lesson to students so they understand the difference between right and wrong. Cultural tolerance is promoted.

**SPIRITUAL:** All students work is shared with the class group at some point to build confidence and develop group identity. Self-reflection is encouraged when comparing our lives with others from different cultural backgrounds. Excellent progress and effort is celebrated. The Catholic origins of Spanish traditions and festivals are discussed.

**CULTURAL:** Through focused cultural lessons, pupils' cultural and social understanding is developed. We hope to open up the world for our pupils and model tolerance for all.

**BRITISH VALUES:** Through comparison with other cultures, pupils reflect on the values we hold in our country. We promote tolerance and diversity and the freedom to develop and hold different opinions whilst respecting each other.



St Philip Howard Catholic Voluntary Academy



Department LT Planning 2024



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY