



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





Key Component: To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy. To understand and apply basic grammatical structures. To improve cultural capital.	Key Component: To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy. To understand and apply basic grammatical structures. To improve cultural capital.	Key Component: To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy. To understand and apply basic grammatical structures. To improve cultural capital.
<u>Components Advent 1</u> - Describing People - Describing where you live - My town <i>Sevilla</i> - Time - <i>al a la</i> <u>Components Advent 2</u> - In the café - <i>querer</i> - Weekend Plans - <i>ir</i> <i>Día de los Muertos</i> - Future plans <i>Navidad</i> <i>Key Composites</i> KQ 1 ¿Cómo es? Saying what other people look like Using verbs in the third person KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark KQ2 ¿Cómo es tu casa o tu piso? Describing where you live Using the verb estar (to be) KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt KQ 3 ¿Qué hay en tu ciudad?	<u>Components Lent 1</u> - Holidays <i>Preterite –ir Hispanic Destinations</i> - Activities - <i>Preterite</i> - Opinions - Narration – last day - <i>Reading aloud</i> <u>Components Lent 2</u> - Technology <i>–ar – er –ir verbs</i> - Music - <i>Spanish Music</i> <i>Key Composites</i> KQ 1 De vacaciones Talking about a past holiday Using the preterite of ir KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark KQ2 ¿Qué hiciste? Saying what you did on holiday Using the preterite of regular -ar verbs KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/feedback/dirt KQ3 El último día Describing the last day on holiday Using the preterite of -er and -ir verbs KEY TERMS TEST – Peer assessed/feedback/dirt	<u>Components Pentecost 1</u> - TV - Past Activities – <i>preterite - Photo cards</i> - Food - <i>negatives</i> <i>Mealtimes</i> <u>Components Lent 2</u> - Restaurants - <i>Usted</i> - Shopping - <i>Future</i> - Planning a party – <i>Three tenses</i> <i>Key Composites</i> KQ1 Prefiero las comedias Talking about TV Using the comparative KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark KQ2 ¿Qué hiciste ayer? Saying what you did yesterday Using the present and the preterite KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/feedback/dirt KQ3 ¿Qué te gusta comer?





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





¿Qué hay en tu pueblo o tu ciudad? Hay... un castillo un mercado un estadio un centro comercial un polideportivo una piscina una universidad unos museos unas plazas muchos parques muchos restaurantes muchas tiendas No hay museo. No hay nada. ¿Qué hora es? Es la una. Son... las dos y cinco, y diez, y cuarto y veinte, y veinticinco, y media menos veinticinco, menos veinte, menos cuarto, menos diez, menos cinco ¿Qué haces en la ciudad? Salgo con mis amigos. Voy... al cine al parque a la cafetería a la bolera a la playa de paseo con mi familia	(No) Voy a... jugar a los videojuegos ir de compras ir de paseo ir al parque bailar salir con mis amigos navegar por Internet ver la televisión hacer los deberes montar en bici jugar al fútbol chatear HO KNOWLEDGE Linking words: pero (but), sino (but), sin embargo (however), aunque (although), también (also), tampoco (neither) ser/ir Full preterite conjugation Stem changing verbs STEM PHRASES: Hay Cuando sea mayor me gustaría Cuando era joven Si fuera rico/rica iría	avión barco coche tren No fui de vacaciones. ¡Qué aburrido/bien/divertido/quay! ¿Qué hiciste en tus vacaciones de verano? Bailé. Compré una camiseta. Descansé en la playa. Mandé SMS. Monté en bicicleta. Nadé en el mar. Saqué fotos. Tomé el sol. Visité monumentos. el primer día luego más tarde después El último día de tus vacaciones, ¿qué hiciste? Bebí una limonada. Comí paella. Conocí a un chico guapo. Escribí SMS. Salí con mi hermana. Vi un castillo interesante. por la mañana por la tarde ¿Cómo te fue? Fue... divertido flipante genial	No me gusta (nada)... el rap el R'n'B el rock la música clásica la música electrónica la música pop ¿Qué tipo de música escuchas? Escucho rap. Escucho la música de... Escucho de todo. Mi cantante/grupo favorito es... Mi canción favorita es... porque... me gusta la letra/la melodía/el ritmo es guay/horrible/tonto/a/triste	Hice gimnasia. Hice kárate. Hice los deberes. Jugué en línea con mis amigos/as. Monté en bici. Salí con mis amigos/as. Vi una película. ayer por la mañana luego por la tarde un poco más tarde ¿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 los huevos la leche el marisco el pescado el queso las verduras ¡Qué asco! ¡Qué rico! ¡No, gracias! ¿Qué desayunas? Desayuno... café cereales	¿Algo más? 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 tomates tortillas una cebolla una lechuga un pimiento verde/rojo HO KNOWLEDGE Using 3 tenses Using structures with 2 verbs STEM PHRASES: Si fuera rico/a me gustaría vivir..
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de compras No hago nada.		guay horrible horroroso raro regular un desastre ¿Por qué? Porque... conocí a una chica guapa. hizo buen tiempo. visité monumentos interesantes. comí algo malo y vomité. llovió. perdí mi pasaporte/mi móvil. Me gustó. Me encantó. HO KNOWLEDGE ·Using: when to use por and para usted/ustedes Using three tenses together Using direct object pronouns STEM PHRASES: Uso ____ para + INFINITIVE Solía + infinitive Cuando sea mayor me gustaría Cuando era joven Si fuera rico/rica iría En el pasado me gustaba ____ pero ahora ____		churros Cola Cao™ té tostadas yogur zumos 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... Ayer desayuné/comí/cené...	
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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: - Listening for more detailed understanding - Pronunciation	Speaking: - Engage in basic conversations on a number of topics - Use tenses and opinions - Pronunciation - Reading aloud	Reading: - More detailed comprehension - Understand grammatical constructs Reading Translation: translate ideas into English	Writing: Write more detailed sentences with connectives, subordinate clauses, opinion and 3 tenses. 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

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





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