

## Year 8 Big Picture – Spanish

<p style="text-align: center;"><i>Autumn 01</i> <i>Weeks (7 weeks)</i></p>	<p style="text-align: center;"><i>Autumn 02</i> <i>Weeks (8 weeks)</i></p>	<p style="text-align: center;"><i>Spring 01</i> <i>Weeks (6 weeks)</i></p>
<p><b>Content–</b> De vacaciones</p> <p>During this first unit, students are going to be identify destinations where Spanish is spoken. Students will be also able to recognize different countries in the TL. Linking to holidays and destinations, modes of transports will play an important role during this unit. (5.1)</p> <p>Following the holidays unit, students will need to be able to describe past activities that they did during their holidays, including justification and opinion about them. (5.2 and 5.4)</p> <p>Another important part in this first unit is going to allow students to express their opinions about how their holidays were by using simple exclamation or adjectives. (5.3)</p> <p>The last part of this unit will allow the students to recap present and future tense by narrating what they normally do on holidays or what they are going to do on holidays. (5.5 and 5.6)</p> <p>Finally, the grammar points taught during this unit will be: past tense in all their forms (regular and irregular), present and conditional tense; adjective agreement; and the used of adverbs.</p>	<p><b>Content–</b> Tiempo libre y pasatiempos</p> <p>During this second unit, students will learn about weekend activities in present tenses and verbs like “gustar” followed by infinitive. Justification and frequency phrases will be important during this unit. (6.1)</p> <p>Another important part in this unit is going to be related to places where people can meet, as well as, learning about excuses when someone does not want to meet people. Time and time phrases will be introduced during this part. More vocabulary which is going to be included during this unit is going to be related to clothes, food and drinks. (6.2)</p> <p>Lastly, students will identify types of tv programmes and films as well as music. Using always opinions, preferences and justifying them. Spanish speaking films, programmes and music will be used. (6.3)</p> <p>Students will learn about role play during this unit. They will need to create conversation about shopping for clothes or earring out, important part that will be useful for GCSE. (6.4)</p> <p>Finally, the grammar points taught during this unit will be: preset and near future tense; “quedamos + en” (location) and “quedamos + a (time); adjective agreement; “tengo que”; and superlatives and quantifiers.</p>	<p><b>Content –</b> Tiempo libre y pasatiempos/ Rutina y vida sana</p> <p>During this term, two different units will be taught. The last part of unit 6 “Tiempo libre y pasatiempos” and the first part of unit 7 “Rutina y vida sana”</p> <p>To finish with unit 6, students will need to produce a writing where they will need to use the three tenses they learnt during the unit, using as well, vocabulary related to free-time. (6.5)</p> <p>To start with unit 7, students are going to learn about daily activities and reflexives verbs, including morning routines, school routine and after school routines. They will continue learning about frequency and timings. All tenses will be revised during this unit. (7.1)</p> <p>Another important part in this unit will allow students to learn about healthy and unhealthy diet and food/drinks preferences. Students will make recommendations for healthy life. (7.2)</p> <p>Finally, the grammar points taught during this unit will be: present tense, “soler”, “deber”, conditional and past tense; and adjective agreement.</p>

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Assessment Objectives	Assessment Objectives	Assessment Objectives
<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>Usual holidays</li> <li>Last/most memorable holiday</li> <li>Preferred type of holiday</li> <li>Future holiday plans</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (listening and speaking)</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>what do you prefer to do when you have free time</li> <li>what you did last weekend with your friends</li> <li>review of a film watched recently</li> <li>your plans for next weekend</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (listening and speaking) and other proficiency tests (some examples above) where pupils can demonstrate their understanding across sentences, paragraphs and the entire text and where they have opportunities for production of more complex and longer language, in less scaffolded environments.</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>what do you most like about your daily routine</li> <li>what you usually do to keep healthy</li> <li>what you did yesterday that was out of the ordinary</li> <li>what plans you have to keep healthy from now on</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (listening and writing)</p>

## Year 8 Big Picture – Spanish

<p><i>Spring 02</i> <i>Week (6 weeks)</i></p>	<p><i>Summer 01</i> <i>Weeks (5 weeks)</i></p>	<p><i>Summer 02</i> <i>Weeks (6 weeks)</i></p>
<p><b>Content–</b> Rutina y vida sana/ Mis planes de futuro</p> <p>During this term, two different units will be taught. The last part of unit 7 “Rutina y vida sana” and the first part of unit 8 “Mis planes de futuro”</p> <p>To finish with unit 7, students will express ailments. They will need to practice role play about visiting the doctor. (7.3)</p> <p>To start with unit 8, daily school routine and after school, timetable and subjects will be revisited. Continuing with the school topic students will learn about school rules, uniform and trips, by using modal verbs and present tense. (8.1)</p> <p>Another important part of this unit will be related to jobs, professions and career paths, students will need to describe personal characteristics and preferences required for various jobs. (8.2). To practice the previous vocabulary students will describe what would be their ideal jobs, expressing future wishes. (8.3)</p> <p>Finally, the grammar points taught during this unit will be: present tense, modal verbs, adverbs, “Quisiera + infinitive); and conditional.</p>	<p><b>Content –</b>Mis planes de futuro/revision</p> <p>During this term, the last part of unit 8 “mis planes de futuro” will finish. Once this happens, revision before the end of the big test will take place.</p> <p>To finish unit 4, students will write about their future, by expressing future wishes and hopes beyond work using the simple future (8.4)</p> <p>The grammar points taught during this unit will be: future tense; conditional; reflexive verbs; and “Quisiera + infinitive”</p> <p>To get ready for the big test, revision will take place during this term. The four units will be revised, as well as, all the grammar points learnt through the year. Finally, in order to get ready for the end of year test, students will do some reading, writing and listing activities.</p>	<p><b>Content –</b> La consolidación</p> <p>During this term, the main focus will be consolidated all the knowledge students have achieved during the whole year. The main focus will be vocabulary and grammar, as well as some speaking and listening activities.</p> <p>Groups activities will take place, to promote the practice of the role play (S) and the use of the writing in the target language.</p> <p>The grammar points during this unit will be: present tense, both regular and irregular, past tense, near future tense and future simple; conditional and subjective tense; modal verbs; and “soler” and “deber”.</p>

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<p><b>Assessment Objectives</b></p> <p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>what you do on a typical day at your school</li> <li>your opinion about school rules</li> <li>what a grown up you know does for a living</li> <li>what is your ideal job and why</li> </ul> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (reading and speaking).</p>	<p><b>Assessment Objectives</b></p> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject</li> </ul> <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of year assessments (listening, reading and writing).</p>	<p><b>Assessment Objectives</b></p> <p>Achievement tests:</p> <ul style="list-style-type: none"> <li><b>Phonics:</b> dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.</li> <li><b>Vocabulary:</b> traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.</li> <li><b>Grammar:</b> gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject</li> </ul> <p>Mini-test about grammar every three lessons.</p>
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