

BLESSED TRINITY LEARNING PROGRAMME

SUBJECT: Spanish

YEAR: 8

Half Term: 1

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Where do you live?	<p>Students will learn how to say where they live, in reference to the location and type of building.</p> <p>Exceptional progress would be to use a second tense.</p>	<p>Listening</p> <p>Vocabulary drilling</p> <p>Slam – board game</p> <p>Linguascope game</p>	<p>Learn vocabulary</p>	<p>Vocabulary test</p> <p>Reading starter</p>
What is your house like?	<p>All students will be able to use adjectives to describe where they live, including location.</p>	<p>Grammar work</p> <p>Dictionary exercise</p> <p>Paired speaking</p>	<p>Design an ideal home</p> <p>Learn vocabulary</p>	<p>Vocabulary test</p> <p>Reading starter</p>
Rooms of the house	<p>Students will learn rooms of the house in Spanish and will be able to say what rooms/facilities are upstairs/downstairs/ outside</p>	<p>Vocabulary drilling</p> <p>Card match up</p> <p>Dictionary work</p> <p>Slam board game</p> <p>Linguascope activities</p>	<p>Describe 4 different houses with different layouts</p> <p>Learn vocabulary</p>	<p>Vocabulary test</p> <p>Reading starter</p>

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Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
What do you do as a family?	Students will be able to recognise actions in the present tense and should be able to say what they do in different rooms	Grammar work Simon says	Do a diary and they need a different room for each activity	Vocabulary test Reading starter
What is in your room?	Students will recognise bedroom items in Spanish and will be able to say what they have in their rooms Exceptional progress will be using the future tense to say what they would like to have	Vocabulary drilling Card match up Paired / group speaking Linguascope activities Slam board game	Do a poster on their bedroom Learn vocabulary	Vocabulary test Reading starter
Where is the wardrobe?	Students will learn prepositions in Spanish to give specific locations of items in the room; such as “behind the door/next to the window.”	Grammar work Listening / Reading Paired speaking	Worksheet Write a list of where things are in their house	Vocabulary test Reading starter

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
What do you do?	Students will be able to say what they do and how this would link to what they would like to have in their room – working towards Level 5.2 writing	Vocabulary drilling Simon Says Slam – Board game Linguascope activities		Assessed written work Based on NC Levels
Ghost lesson	Students will learn haunted house vocabulary in preparation for speaking Students will be writing what haunted things there are in the house. They should be able to say what they do in rooms due to these ghosts, e.g. I don't do my homework in my room because there is a monster under my bed	Thriller exercise Vocabulary drilling Simon Says Slam – Board game Linguascope activities	Complete presentation for Haunted House	

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Half Term: 2

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Listening Assessment	Students will be expected to pick out details about houses / rooms and bedroom items	N/A	Revise all vocabulary from this topic	Mira 1 Listening Assessment
Speaking Assessment		N/A		Peer / teacher assessed
Reading Assessment	Students will be expected to pick out details about houses / rooms and bedroom items	N/A		Mira 1 Reading Assessment
My free time	Students will be able to say what they do in their free time and how often, including giving reasons	Vocabulary drilling Simon Says Slam – Board game Linguascope activities	Students will write about what they do, pretending to be 3 celebrities	Vocabulary test Assessed as written homework

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
What time is it? Minutes past	Students will learn the time in o'clock and minutes past form. They will be expected to say what they do at different times.	Whiteboard clock exercise Listening / Reading Paired speaking Linguascope clock game	Students practice numbers 1-60	Vocabulary test Reading starter
What time is it? Minutes to	Students will be able to recognise the time, both with minutes past and minutes to the hour, using am and pm.	Whiteboard clock exercise Listening / Reading Paired speaking Linguascope clock game	Worksheet Write about what time they do all the activities from 'my free time' lesson.	Vocabulary test Reading starter
Sports	Students will be able to say what sports they play / do, including opinions. They will be learning the difference between I DO and I PLAY in Spanish They will be expected to continue using the time to consolidate the learning	Paired / group speaking Vocabulary drilling Simon Says Slam – Board game Card match up Linguascope activities	Sports poster Learn vocabulary for test	Vocabulary test Reading starter

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Half Term: 3

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Healthy lifestyle	Students will learn about healthy lifestyles and will be to say whether theirs is healthy or not, linking to sports	Vocabulary drilling Simon Says Slam – Board game Linguascope activities		
Hobbies	Students will learn how to say what they like doing and why. e.g. I like watching TV because it's fun, however, I prefer playing football because it's healthier.	Vocabulary drilling Simon Says Slam – Board game Linguascope activities	Writteni vocabulary for test tense Details about houses / rooms and bedroom items homework – write a level 4 paragraph using opinions and connectives	Vocabulary test Reading starter Assessed written homework
Present tense / likes	Students will be able to recognise the difference between the present tense and the infinitive. <u>I PLAY</u> vs I like <u>TO PLAY</u> / <u>I GO</u> vs I like <u>TO GO</u>	Grammar work	Worksheet Written homework	Vocabulary test Reading starter

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Future tense	Students will learn how to form the future tense in Spanish, saying what they are going to do soon, using different time phrases.	Grammar work Speaking in pairs Reading / Listening	Written homework – Level 5 6 sentences with opinions, reasons, connectives and the future tense Moodle homework	Vocabulary test Reading starter
Reading assessment	Students will be expected to recognise the language learnt on this topic	N/A	Revise	Mira 1 Reading
Writing assessment	Students will write about their free time and sports (Level 5 will require lots of detail and a few examples of the future tense)	N/A	Revise	Assessed by NC Levels

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Half Term: 4

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Listening assessment	Students will be expected to recognise the language learnt on this topic	N/A		Mira 1 Listening
What's the weather like?	Students will learn weather phrases in Spanish and will be expected to say compare different countries.	Slam board game Vocabulary drilling Linguascope activities Simon Says Weatherman/woman role play	Draw a poster for the weather, using comparisons; either for places or seasons/ months	Vocabulary test Reading starter
What do you do when it's sunny	Students will learn present tense phrases, so that they can say what they do when it's sunny/raining	Simon Says Slam board game	Write 3 paragraphs in the first person to say what "I" do in different weather conditions. Each paragraph needs to vary.	Vocabulary test Reading starter

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Half Term: 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
What is in the town?	<p>Students will learn the names of places in town and will be able to say what their town has, comparing to different cities.</p> <p>Good progress will be using plurals accurately.</p>	<p>Slam board game</p> <p>Dictionary exercise</p> <p>Vocabulary drilling</p> <p>Linguascope activities</p> <p>Town planner exercise</p>	<p>Draw a poster for different places in the town</p> <p>Design an imaginary town</p>	<p>Vocabulary test</p> <p>Reading starter</p>
What's the town like?	<p>Using el / la. Describe the town and landmarks using m/f</p>	<p>Dictionary work</p> <p>Group / paired speaking</p> <p>Reading / Listening</p> <p>Grammar work</p>	<p>Draw a map of where they live with adjectives to describe the places</p>	<p>Vocabulary test</p> <p>Reading starter</p>
What can you do there?	<p>Students will learn how to say what people can do at different places</p>	<p>Slam board game</p> <p>Linguascope games</p> <p>Speaking and Listening paired work</p> <p>Grammar work</p>	<p>Describe their ideal town, making references to the future where applicable</p>	<p>Vocabulary test</p> <p>Reading starter</p>

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Half Term: 5

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
What do you do?	Students will be able to say what they do and where	Speaking work Vocabulary drilling Reading / Listening Grammar work	Revise vocabulary	Vocabulary test Reading starter
A future trip	Students will revise the future tense and say where they're going to go and what they're going to do They will be expected to say what they're going to do	Grammar work Speaking work Reading / Listening	Prepare speaking presentation Speak about a town, including the weather and what people can do in the town	Assessed by NC Levels
Reading test	Students will be expected to recognise the language learnt on this topic	N/A	Revise	Mira 1 Reading

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Half Term: 6

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
Listening test	Students will be expected to recognise the language learnt on this topic	N/A	Revise	Mira 1 Listening
Speaking test	Students will be expected to talk about their town in two tenses; referring to the future	N/A		Assessed by NC Levels
Spanish cities and locations	Students will learn about Spanish cities and provinces; they will be expected to say where cities are including compass points – they will learn how to advertise a city	ICT research	Advertise a Spanish speaking country or a city in Spain, including: Population / location / official language(s) / climate / landmarks	
La Tomatina	Students will learn about the Spanish tomato festival	ICT research Class discussion		
The Running of the Bulls	Students will learn about the Bull Running festival	ICT research Class discussion	Create a poster on either festival	Assessed by NC writing levels
End of year Quiz	Students will be tested on language and knowledge learned over the year	Group work – conferring		Self assessed