



| Topic          | Learning Objectives   | Key Vocabulary  | Learning Sequence  | Linked Learning  | Home Learning   |
|----------------|---|---|--|--|---|
| Food and drink | To be able to use key food verbs to say what you eat and drink.                           | <a href="https://quizlet.com/6tmnhp">https://quizlet.com/6tmnhp</a><br><br>Infinitive<br>Conjugate<br>Regular<br>Definite / indefinite article<br>UNICORNS (set 1) and TOPCAT- throughout year, | To discuss what pupils know about Spanish foods.<br>Introducing vocabulary.<br>Understanding the verbs to talk about different meal times.<br>Writing a description about typical Spanish dishes.  | Pre- requisites:<br><ul style="list-style-type: none"> <li>https://quizlet.com/BTRCC/folders/spanish-y8-9-linked-learning?x=1xqt&amp;i=hc9w3</li> </ul> What comes next?<br><ul style="list-style-type: none"> <li>Times of meals.</li> </ul>  | All pupils will be expected to review and learn vocabulary at home.<br>They may also write or translate sentences.<br>They may complete reading comprehension activities.<br>They may complete quizzes or spelling tests on SMHW. |
| Times of meals | To be able to when you eat the meals of the day and how often.                            | <a href="https://quizlet.com/6tmnhp">https://quizlet.com/6tmnhp</a><br><br>Adjectival agreement<br>Possessive   | Recapping numbers.<br>Matching up time phrases using highest to lowest frequency.<br>Reading what other people eat and when and completing a reading comprehension.<br>Writing about when you eat the different meals and how often you eat something.<br>Using different conjugations to talk about what somebody else is eating. | Pre- requisites:<br><ul style="list-style-type: none"> <li>Foods and drinks.</li> <li>Verbs to talk about different numbers.</li> <li>Opinions and adjectival agreement.</li> <li>Masculine , feminine and plural words.</li> </ul> What comes next?<br><ul style="list-style-type: none"> <li>Buying food.</li> </ul> | All pupils will be expected to review and learn vocabulary at home.<br>They may also write or translate sentences.<br>They may complete reading comprehension activities.<br>They may complete quizzes or spelling tests on SMHW. |
| Buying food    | To be able to buy food on a market.<br>To understand higher number quantities and prices. | <a href="https://quizlet.com/6tmnhp">https://quizlet.com/6tmnhp</a>   | In the market vocabulary learning.<br>Prices and quantities.<br>Asking questions in the market.  | Pre- requisites:<br><ul style="list-style-type: none"> <li>Numbers / quantities</li> <li>Asking questions</li> </ul>   | All pupils will be expected to review and learn vocabulary at home.<br>They may also write or trans-  |



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| Healthy and unhealthy lifestyle   | To be able to give opinions about what we eat and why.<br>To recognise adjectives relating to healthy and unhealthy foods.  | <a href="https://quizlet.com/_6tmnhp">https://quizlet.com/_6tmnhp</a><br><br>Justify<br>Conjugation                             | Vocabulary learning and categorising healthy and unhealthy foods and adjectives.<br><br>Saying what other people eat and drink and whether it is healthy.  | Pre- requisites:<br><ul style="list-style-type: none"> <li>Extended opinions and justifications.</li> <li>Time phrases.</li> <li>Different verb conjugations.</li> <li>PSHE</li> </ul> What comes next?<br><ul style="list-style-type: none"> <li>Visit to a restaurant.</li> </ul>  | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| Visit to a restaurant.<br><br>The simple future and using all three tenses covered. | To extend our food vocabulary.<br><br>To understand how to form the preterite tense and use it with food and drink.<br><br>Describing a meal with a celebrity/date using the preterite tense.<br><br>To be able to use the future tense when talking about food.<br><br>To be able to talk about food using three tenses. . | <a href="https://quizlet.com/_6tmnhp">https://quizlet.com/_6tmnhp</a><br><br>Preterite<br>Conjugation<br>Tense<br>Time frame    | Looking at different foods and vocabulary.<br><br>Practise role plays as a class.<br><br>Writing and performing own role play for ordering in a restaurant. And including problems and solutions.<br><br>Reading comprehension on a meal out using the preterite tense.<br><br>Gaining confidence using the preterite tense with different conjugations. | Pre- requisites:<br><ul style="list-style-type: none"> <li>Role plays.</li> <li>The preterite tense.</li> <li>Speaking and listening skills.</li> <li>Different verb conjugations.</li> <li>Prices.</li> </ul> What comes next?<br><ul style="list-style-type: none"> <li>Use of 3 tenses.</li> <li>Understanding a Spanish film.</li> </ul> | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| The simple future and using all three tenses covered.                               | To be able to use the future tense when talking about food.<br><br>To be able to talk about food using three tenses. .  | <a href="https://quizlet.com/_6tmnhp">https://quizlet.com/_6tmnhp</a><br><br>Tense- present/preterite<br>Conjugation<br>Justify | Forming the simple future tense.<br><br>Translations using the three tenses.<br><br>Extended written piece of work using the three tenses, opinions, conjugations and justifications.  | Pre- requisites:<br>Healthy and unhealthy foods/drinks/<br>Opinions and justifications.<br>The present and preterite tense.<br>Different verb conjugations.<br>Time phrases.<br>What comes next?   | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |



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| Type of programmes           | To be able to name different types of programmes.<br>To be able to talk about different types of films.<br>To be able to say when we watch particular programmes or films.<br>To be able to make comparisons. | <a href="https://quizlet.com/_6utvv8">https://quizlet.com/_6utvv8</a><br><br>Comparatives<br>Tense<br>Preterite<br>Tense<br>Justify  | Introduction of vocabulary.<br>Looking at ‘ver’ in the present tense.<br>Speaking focus on asking what pupils like to watch and when using time phrases.<br>‘Ver’ in the preterite tense and looking at comparisons.   | Pre– requisites: <ul style="list-style-type: none"> <li>• The present tense.</li> <li>• Opinions.</li> <li>• Questions.</li> <li>• Time.</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• Looking at a Spanish film and using the vocabulary/ tenses to write a review.</li> </ul>             | All pupils will be expected to review and learn vocabulary at home.<br>They may also write or translate sentences.<br>They may complete reading comprehension activities.<br>They may complete quizzes or spelling tests on SMHW. |
| Understanding a Spanish film | To be able to understand and review the film ‘Voces Inocentes’ in Spanish.<br>To use the preterite and imperfect tense.   | <a href="https://quizlet.com/_6utvv8">https://quizlet.com/_6utvv8</a><br><br>Tense– preterite/ perfect/ future<br>Conjugate<br>Time frame                                  | To watch and understand a Spanish film and complete reading exercises on it.<br>To review the preterite and imperfect tense.<br>To write a review on the film ‘Voces Inocentes’.   | Pre– requisites: <ul style="list-style-type: none"> <li>• The preterite tense.</li> <li>• Speaking and listening skills.</li> <li>• Different verb conjugations.</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• Technology and free time activities.</li> <li>• The future tense.</li> </ul> | All pupils will be expected to review and learn vocabulary at home.<br>They may also write or translate sentences.<br>They may complete reading comprehension activities.<br>They may complete quizzes or spelling tests on SMHW. |
| Technology                   | To be able to talk about our online habits.<br>To describe our use of technology and media in the present tense.<br>To improve reading skills.<br>To work on speaking skills.                                 | <a href="https://quizlet.com/_6utvv8">https://quizlet.com/_6utvv8</a><br><br>Present, preterite and future tense<br>Stem, conjugate, regular, irregular, complex structure | Introduction of vocabulary.<br>Recapping present tense rules.<br>Completing translations and reading activities/ past paper questions on the topic.<br>Recapping the preterite tense rules with regular verbs.<br>Writing on describing what you use technology for in three tenses. | Pre– requisites: <ul style="list-style-type: none"> <li>• The present and preterite tenses.</li> <li>• Time phrases.</li> <li>• Opinions.</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• The topic of health.</li> </ul>   | All pupils will be expected to review and learn vocabulary at home.<br>They may also write or translate sentences.<br>They may complete reading comprehension activities.<br>They may complete quizzes or spelling tests on SMHW. |



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| Body parts and illness | To be able to say the different body parts.<br>To say which body parts are hurting.<br>To say how long you have been ill. | <a href="https://quizlet.com/_6utwsq">https://quizlet.com/_6utwsq</a><br><br>Intensifier<br>Passive<br>Comparative | Introduction of body parts and other illnesses.<br><br>Understanding 'me duele/n'<br><br>Looking at the festival of San Fermín and La Tomatina and describing an image of injuries.<br><br>Being able to describe how long you have been ill for. | Pre- requisites: <ul style="list-style-type: none"> <li>• Time phrases</li> <li>• Role plays</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• To be able to give advice.</li> </ul>             | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| Remedies               | To understand remedies and giving advice.   | <a href="https://quizlet.com/_6utwsq">https://quizlet.com/_6utwsq</a>  | Introduction of vocabulary.<br><br>Looking at role plays and giving advice.<br><br>Matching up symptoms and remedies.   | Pre- requisites: <ul style="list-style-type: none"> <li>• Time phrases</li> <li>• Body parts</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• In the pharmacy and asking for advice.</li> </ul> | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| In the pharmacy        | To be able to ask for help in the pharmacy.   | <a href="https://quizlet.com/_6utwsq">https://quizlet.com/_6utwsq</a>  | To recap role plays and illness.<br><br>To write and perform own extended role play and peer assess.<br><br>Looking at GCSE style role play cards on this topic.  | Pre- requisites: <ul style="list-style-type: none"> <li>• Role plays</li> <li>• Time phrases</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• Living a healthy lifestyle.</li> </ul>            | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |



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| Healthy lifestyle  | To be able to say how to lead a healthy lifestyle.   | <a href="https://quizlet.com/_6utwsq">https://quizlet.com/_6utwsq</a><br><br>Tense<br><br>Time frame<br><br>Superlative<br><br>Comparative | Introduction of vocabulary.<br><br>Looking at reading comprehension tasks.<br><br>Recap of healthy and unhealthy food from October half term.   | Pre- requisites: <ul style="list-style-type: none"> <li>• Body parts and illness.</li> <li>• Time phrases.</li> <li>• PSHE.</li> <li>• Opinions.</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• Writing in three tenses.</li> </ul>    | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| Using three tenses | Using three tenses to talk about staying healthy.<br><br>To improve extended writing skills. | <a href="https://quizlet.com/_6utwsq">https://quizlet.com/_6utwsq</a><br><br>Tense- present/ preterite, future, subjunctive<br><br>Justify | Looking at how to form the simple future tense.<br><br>Writing about how to stay healthy in the future.<br><br>Comparing what a healthy and unhealthy lifestyle looks like and what you should / should not do to be healthy.<br><br>Completing a piece of writing about how you can be healthier using the tenses. | Pre- requisites: <ul style="list-style-type: none"> <li>• The present tense.</li> <li>• The preterite tense.</li> <li>• Opinions</li> <li>• Time phrases</li> </ul> What comes next? <ul style="list-style-type: none"> <li>• Assessing learning.</li> </ul> | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| Assessments        | To assess learning.  | <a href="https://quizlet.com/_6utwsq">https://quizlet.com/_6utwsq</a><br><br>Tense- present/ preterite<br><br>Justify                      | To complete a reading, writing and listening assessment to assess learning of the topic of 'health and healthy lifestyle'   | Pre- requisites: <ul style="list-style-type: none"> <li>• The present and preterite tense.</li> <li>• Opinions</li> <li>• Time phrases</li> <li>• Body parts and illness</li> <li>• Food.</li> </ul> What comes next?  | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |



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| Places in the town  | To be able to name different buildings in the town.<br>To be able to use more interesting adjectives to describe your town. | <a href="https://quizlet.com/_6uuazr">https://quizlet.com/_6uuazr</a><br><br>Tense– present/ conditional<br><br>Adjectival agreement<br><br>Justify     | Introduction of vocabulary.<br><br>Looking at masculine and feminine rules.<br><br>Using ‘lo bueno’ and ‘lo malo’ to describe your town.                      | Pre– requisites:<br><ul style="list-style-type: none"><li>• Masculine and feminine</li><li>• Adjectives and opinions</li><li>• The present tense</li></ul> What comes next?<br><ul style="list-style-type: none"><li>• Describing where you live</li><li>• The conditional tense</li></ul> | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| To describe an area | To be able to describe where you live in detail and say what you would like to have in your town.                           | <a href="https://quizlet.com/_6uuazr">https://quizlet.com/_6uuazr</a><br><br>Tense– present, conditional, subjunctive<br><br>Preposition<br><br>Justify | To describe where you live using the present tense and conditional tense.<br><br>To describe other countries / cities in South America with a cultural focus. | Pre– requisites:<br><ul style="list-style-type: none"><li>• Prepositions</li><li>• Opinions</li><li>• The present tense</li></ul> What comes next?<br><ul style="list-style-type: none"><li>• Directions</li></ul>   | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |
| Directions          | To be able to understand and follow directions.   | <a href="https://quizlet.com/_6uuazr">https://quizlet.com/_6uuazr</a><br><br>Preposition<br><br>Adjectival agreement                                    | Introduction of directions.<br><br>To write and follow directions for a town.   | Pre– requisites:<br><ul style="list-style-type: none"><li>• Prepositions</li><li>• Places in the town</li><li>• Adjectives</li></ul>   | All pupils will be expected to review and learn vocabulary at home.<br><br>They may also write or translate sentences.<br><br>They may complete reading comprehension activities.<br><br>They may complete quizzes or spelling tests on SMHW. |