

| Subject content<br>( What will be covered) | As a result, what students should know /understand  | What students should be able to do   | How students will be assessed  | By when<br>( Half term 1 > 6) |
|--|---|--|--|-------------------------------|
| <b>¡Vamos!</b>                             | That verbs have specific endings and nouns have gender<br>Difference of some Spanish sounds   | Use their knowledge of other languages (including their own) to work out meaning<br>Introduce themselves(name, age, birthday, say what they have)  | Reading assessment<br>Writing- translation                                       | HT1                           |
| <b>En el instituto</b>                     | How to conjugate regular –ar, -er and -ir verbs<br>How to agree an adjective with the noun it describes<br>The differences between English and Spanish schools  | Say what school subjects they study<br>Say what they do in class<br>Describe other people<br>Give opinions and justify them<br>Use simple connectives and intensifiers to make longer sentences  | Listening assessment<br><br>Writing-Free writing-<br>Opinions on school subjects | HT2                           |
| <b>Mi familia</b>                          | That some verbs don't follow the same patterns as regular verbs – some verbs are irregular<br>That most adjectives are placed after the noun they describe<br>That some adjectives have irregular endings<br>How to use conditional verb gustar<br>How to use reflexive verb llevarse | Talk about their family and pets<br>Describe themselves and others using verbs tener and ser and a wide range of adjectives<br>Use the conditional tense to describe what pets they'd like to have<br>Use reflexive verbs to describe how they get on with their family and friends<br>Use texts as a model to improve their writing | Reading assessment<br>Writing- translation into English                          | HT3                           |
| <b>En casa</b>                             | That some verbs change the spelling of their stem with certain subjects (stem-changing verbs)<br>That many daily routine verbs are reflexive and need a reflexive pronoun<br>How to form the near future  | Talk about where they live (geographical surroundings)<br><br>Describe their home and bedroom<br><br>Talk about the future<br><br>Describe their daily routine and home activities   | Listening assessment<br>Writing- description on where you live                   | HT4                           |

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|  |  | <p>To continue to use their prior knowledge and to add extra detail to write longer passages</p> <p>To use a wider range of verbs</p> <p>CEIAG</p>  |  |     |
| <b>El tiempo libre</b>                   | <p>How to use more irregular verbs (salir, hacer, ir)</p> <p>How to tell the time</p> <p>That the verb <b>gustar</b> is followed by the infinitive</p> <p>How to put a verb in the near future tense</p> <p>How to express frequency</p> <p>That time expressions indicate a certain tense</p>   | <p>To talk about a range of free time activities (wider variety of verbs) and when you do it</p> <p>To say what you are going to do</p> <p>To use time expressions to match the tenses (present and future)</p> | Yr 8 exam-<br>Reading<br>Writing                   | HT5 |
| <b>El tiempo libre/<br/>En la ciudad</b> | <p>How to use the near future with more confidence</p>   | <p>To describe the weather</p> <p>To say what their local area is like (places in town/villages)</p> <p>To use more adjectives to describe places</p> <p>To ask for and give directions</p>                     | Speaking- general questions<br>Writing- photo card | HT6 |
| CEIAG                                    | <ul style="list-style-type: none"> <li>• Be receptive <ul style="list-style-type: none"> <li>○ Try new things</li> <li>○ Take advice and feedback</li> <li>○ Work well with others</li> </ul> </li> <li>• Be resilient <ul style="list-style-type: none"> <li>○ Cope with difficulties</li> <li>○ Stay calm under pressure</li> <li>○ Accept criticism</li> <li>○ Overcome obstacles</li> </ul> </li> <li>• Decision-making <ul style="list-style-type: none"> <li>○ Planning</li> <li>○ Selecting vocabulary and structures</li> </ul> </li> <li>• Drive <ul style="list-style-type: none"> <li>○ Learn and try new things</li> </ul> </li> </ul> |   |  |     |