

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: Spelling Homework System /Phonics/Routines for Learning			Year Group: 8
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To continue to develop knowledge of the Spanish phonic sounds</p> <p>To develop learning strategies and promote the importance of learning new vocabulary</p>	<p>What does 'vocabulary' mean?</p> <p>Learn list 1 together as part of the lesson. Do a checklist of how other learners in the group used to learn weekly spellings in primary school</p> <p>LIST 1 (see spelling booklet in MFL shared area)</p> <p>Start from the last phonic 'gui/gue' to avoid repeating ones covered in year 7</p>	<p>I can explain what 'phonics' are</p> <p>I can give examples of sound patterns and words which contain specific sound patterns</p> <p>I can discuss several strategies to help improve my memory</p> <p>I can name several strategies to help when learning weekly spellings</p>	
Enabling Learning	Grammar	Phonics / root words	
Previous study of phonics in year 8, familiar with process			
Key Vocabulary		Wider Learning	
<p>Tier 2: High frequency</p> <p>El mundo hispánico, me llamo, estoy, está, tengo, vivo, soy, es, no es, hay</p>		<p>Literacy - Phonics - Learning how to apply the same sound patterns to different words.</p>	

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: The Present Tense Regular Verbs			Year Group: 8
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To develop knowledge of the present tense of regular verbs</p> <p>To know the 3 verb groups in Spanish and understand how regular verbs work in a present tense sentence</p> <p>To understand how the subject of a verb creates verb ending changes</p>	<p>Regular verbs: ir/ar/er</p> <p>Estudiar</p> <p>Comer</p> <p>Vivir</p> <p>All forms</p> <p>https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb</p>	<p>I can explain the term subject pronoun</p> <p>I can explain what regular and irregular means when talking about verbs</p> <p>I can recognise an infinitive by the ending er/ir/re</p> <p>I can explain it is the starting point to the present tense and means to do something</p> <p>I can name 10 infinitives in Spanish</p> <p>I can recognise and write the endings of regular verbs in the present tense</p> <p>I can apply the rules on how to form the present tense</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Most common irregular verbs taught in yr7: ser, estar and tener</p>	<p>ar/er/ir verbs regular all forms</p> <p>Tu and usted forms and explanation</p>	<p>Phonic sound 'v' eg vivir</p> <p>Root words:</p> <p>Estudiar - study (estudioso, estudiante, estudios)</p>	
Key Vocabulary			Wider Learning
<p>Tier 2: High frequency</p> <p>El mundo hispánico, me llamo, estoy, está, tengo, vivo, soy, es, no es, hay</p>			<p>Literacy - recognising verb patterns</p>

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: Food likes and dislikes		Year Group:8	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To express food likes and dislikes</p> <p>To develop pupil's ability to express opinions about everyday things</p> <p>To improve knowledge of adjectival agreement</p> <p>To use negative no to discuss dislikes</p>	<p>¿Qué te gusta comer? Opinions: prefiero/me encanta/me gusta/no me gusta/detesta/odio/no me gusta nada Plurals me gustan/encantan/es/son Nouns: see core resources Connectives: y / pero / también/porque Negatives: no.....nada</p> <p>Exclamations: ¡Qué rico! ¡Qué asco!</p> <p>Adjectives:salado/amargo/delicioso/sano/malano/rico/ácido/dulce/picante</p> <p>Reading task: understanding menus (pupils need to skim and scan to find the food nouns)</p>	<p>I can give opinions on food using opinion verbs</p> <p>I can add an 'n' on the end of opinions like me gusta when talking about plural nouns</p> <p>I can make adjectives agree with the noun they are describing</p> <p>I can know when to use 'es' and 'son'</p> <p>I can express opinions using exclamations</p> <p>I can make an opposing opinion by adding 'no' before it.</p> <p>I can use connectives to extend my ideas</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Pupils gave opinions on school subjects in year 7</p>	<p>Verbs of opinion/ intensifiers/connectives</p> <p>Adjectival agreement/word order</p> <p>Me gusta//me gustan</p> <p>Exclamations</p> <p>Punctuation: exclamation marks</p> <p>Qué rico! Qué asco!</p>	<p>Phonic sound 'É,E' eg me/qué</p> <p>Root words:</p> <p>Detesto - to detest</p> <p>Prefiero - to prefer (preferencia, preferido)</p>	
Key Vocabulary		Wider Learning	
<p>Tier 2: High frequency: El mundo hispánico, me llamo, estoy, está, tengo, vivo, soy, es, no es, hay</p>		<p>Communication/oracy - expressing opinions</p>	

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: Verbs in the present tense related to food			Year Group: 8
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To reinforce knowledge of how the present tense of regular verbs works</p> <p>To gain knowledge of key regular verbs linked to food</p>	<p>Regular verbs: desayunar/comer/cenar/tomar/beber</p> <p>All forms of the verbs</p> <p>merendar* taught as irregular rather than stem changing</p> <p>RECALL: https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb</p>	<p>I can form regular ar and er verbs in the present tense</p> <p>I can say what I eat and drink</p> <p>I can say what other people eat and drink</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Revisiting the present tense from the start of the year.</p> <p>Applying the rules to new verbs.</p>	<p>The present tense regular verbs plus merendar</p>	<p>Phonic sound: 'C' cenar</p> <p>Root words: Comer - to eat (comedor, la comida)</p> <p>Cenar - to have the evening meal (la cena, ceno)</p>	
Key Vocabulary			Wider Learning
<p>Tier 2: High frequency</p> <p>El mundo hispánico, me llamo, estoy, está, tengo, vivo, soy, es, no es, hay</p>			<p>Expressing food choices and those of other people</p>