

Unit: Reading Skills Food Culture Spanish Speaking World		Year Group: 8
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
<p>To develop knowledge of food in Spanish speaking countries</p> <p>To develop knowledge of key questions</p> <p>To gain cultural awareness of life in other countries</p>	<p>Zona Cultural</p> <p>5 key questions in the target language</p> <p>¿Qué desayuno no es un desayuno típico en España?</p> <p>¿Cuánto cuesta el menú del día?</p> <p>¿En España, la gente cena?</p> <p>¿De dónde son estos platos españoles ?</p> <p>¿Dónde compramos el pan ?</p> <p>México: Pollo con mole/chapulines</p> <p>El Salvador: pupusas/armadillo</p> <p>Ecuador: piraña/llapingachos</p> <p>READING TASK: la como/lo como/los como/las como</p>	<p>I can describe what a typical breakfast is in the Spanish speaking world</p> <p>I can name different typical dishes or foods in the Spanish speaking world</p>
Enabling Learning	Grammar	Phonics / root words
<p>Pupils looked at the spanish-speaking world including food in year 7.</p>	<p>Key Questions</p> <p>Reading task: direct object pronouns</p> <p>lo/la/los/las</p> <p>Key questions: ¿dónde? ¿cuánto cuesta?</p> <p>¿qué?</p>	<p>Accents on question words - qué, dónde, cuánto</p> <p>Phonic sound 'LL' eg. pollo/armadillo</p> <p>Phonic sound 'G' eg. gente</p> <p>Phonic sound 'CU' eg. cuesta/¿cuánto?</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>What is culture? Food culture in spanish speaking world - meals, meal times, traditional regional dishes</p>

Birkdale High School		Autumn Half Term 2 Spanish Curriculum Map	
Unit: Food diary / meals		Year Group: 8	
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
To introduce the meals in Spanish To understand the difference between nouns related to meals and food verbs To map out a weekly food diary in Spanish To reinforce present tense verbs related to food and discuss food patterns in Spanish	Las comidas/Meals: el desayuno/la comida/el almuerzo/la merienda/la cena Key questions: ¿qué desayunas?¿qué comes?¿qué meriendas?¿qué cenas? como/desayuno/meriendo/ceno desayunamos/comemos/merendamos/ cenamos + food nouns No desayuno nada Key food types Days of the week	I can say what I eat and drink for different meals. I can understand information about Spanish meals I can say what I eat and when I can ask questions about what other people eat and drink	
Enabling Learning	Grammar	Phonics / root words	
Re-using key verbs for food and food and drink vocabulary	Difference between nouns and verbs Eg. el desayuno and desayuno/ la comida and como The present tense	Phonic sound: 'C' eg. ceno/cenar Phonic sound 'E' eg. comemos Root words: El desayuno - breakfast (desayunar, desayuno = I have breakfast) Comer - to eat (comedor, la comida) Cenar - to have the evening meal (la cena, ceno)	
Key Vocabulary		Wider Learning	
Tier 2: High frequency : El mundo hispánico, me llamo, estoy, está, tengo, vivo, soy, es, no es, hay		Healthy eating	

Birkdale High School		Autumn Half Term 2 Spanish Curriculum Map	
Unit: Telling the time 12 hour clock			Year Group: 8
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To practise numbers 1-30</p> <p>To learn numbers past and to the hour</p> <p>To say what time you eat at</p> <p>To say what time of day you eat</p>	<p>A la una</p> <p>A las dos/ tres/ cuatro/ cinco/ seis/ siete/ ocho/ nueve/ diez/ once/ doce</p> <p>Y cinco/ diez/ cuarto/ veinte/ veinticinco/ media</p> <p>Menos cinco/ diez/ cuarto/ veinte/ veinticinco</p> <p>Key questions: ¿A qué hora desayunas/ comes/ meriendas/ cenas?</p> <p>como/desayuno/meriando/ceno</p> <p>desayunamos/comemos/merendamos/ cenamos a las + time</p> <p>Por la mañana/ tarde/ noche</p>	<p>I can say what time I eat at past the hour</p> <p>I can say what time I eat at to the hour</p> <p>I can say what time of day I eat at</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Re-using key verbs for food and food and drink vocabulary</p>	<p>Singular a la una for 1 o'clock V a las for plural</p> <p>Eg. Como a la una y media</p> <p>Como a las siete</p> <p>Preposition a</p>	<p>Phonic sound ' C' eg. cinco/cenar</p> <p>Phonic sound 'CU' eg. cuarto</p> <p>Root words: La hora = the time (hora = hour, horario)</p> <p>El desayuno - breakfast (desayunar, desayuno = I have breakfast)</p> <p>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>Numeracy - time/eating times</p> <p>Culture - food habits Spain/UK</p>

Birkdale High School		Autumn Half Term 2 Spanish Curriculum Map	
Unit: Eating habits in Spain		Year Group: 8	
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
To learn about eating habits in Spain	En España se come ... (a las ...) Spanish meals and meal times https://www.youtube.com/watch?v=9bIRj277H1o&t=92s Typical Spanish dishes Spanish Food: A Beginner's Guide	I have a good understanding of the different eating times in Spain I can compare meals between England and Spain I can compare meal times between England and Spain	
Enabling Learning	Grammar	Phonics / root words	
Pupils have been introduced to various Spanish meals and have an understanding that there are differences in meal times between Spain and England	The present tense	Phonic sound 'E' eg. se/ come Phonic sound 'C' eg. cenar	
Key Vocabulary		Wider Learning	
Tier 2: High frequency El mundo hispánico, me llamo, estoy, está, tengo, vivo, soy, es, no es, hay		Comparing meals in different countries. Recognising Spanish foods in British society e.g tapas	

Birkdale High School		Autumn Half Term 2 Spanish Curriculum Map	
Unit: Near future tense		Year Group: 8	
INTENT:	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To learn the full verb formation of IR in the present tense</p> <p>To know a range of infinitive verbs</p> <p>To know how to form the near future tense</p> <p>To say what i am going to do</p> <p>To say what others are going to do</p>	<p>Voy, vas, va, vamos, vais, van</p> <p>Infinitives: comer, beber, ir, hacer, jugar, visitar, ver, escuchar, leer, practicar</p> <p>Este fin de semana/ el sábado/ el domingo</p>	<p>I can form the verb IR in the first person singular and plural</p> <p>I can form the verb IR in the third person</p> <p>I can form the verb IR in all forms</p> <p>I can say what I am going to do at the weekend</p> <p>I can recognise an infinitive by the ending: ar, er, ir</p> <p>I can name 10 infinitives in Spanish</p> <p>I can give a definition of an infinitive</p>	
Enabling Learning	Grammar	Phonics / root words	
Pupils have used the verb IR in the present tense in year 7 with the topic of town	<p>Future tense</p> <p>IR in all present tense forms</p> <p>IR + a + infinitive</p>	<p>Phonic sound 'I' eg. ir</p> <p>Phonic sound 'J' eg. jugar</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>Making plans for the future</p>	