

Yr8 P2S1 Topic 1: La comida: Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how talk about and give opinions on the topic of food and drink.

Prior knowledge (KS2/KS3)

Agreement of Adjectives Giving opinions

The bigger picture:

Career of the month – choose from slides

Where are we today? – SMSC - Latin America

SRE- Healthy eating choices

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

❑ STATING OPINIONS

- *Me encanta, me gusta (mucho), no me gusta (nada), odio, prefiero*
- *porque es = because it is porque son = because they are*

❑ TYPES OF FOOD AND DRINK

- *el agua, el arroz, el café, la carne, el chocolate, la ensalada verde, la fruta, la leche, la miel, el pan, el pescado, el pollo asado, el queso, el zumo de fruta*

❑ ADJECTIVES

- *asquerosos/as, deliciosos/as, dulces, duros/as, grasientos/as, malsanos/as, picante(s), refrescantes, ricos/as, sabrosos/as, sanos/as,*

❑ MEALTIMES

- *Desayuno, como, almuerzo, meriendo, ceno, bebo*

GRAMMAR

- ❑ Singular and plural
- ❑ Adjectival agreement
- ❑ Me gusta vs Me gustan
- ❑ Present tense conjugation of comer and beber

ABOVE AND BEYOND

VOCABULARY

❑ OPINIONS

- *Me chifla, Me mola, me flipa*
- *Detesto, no soporto*

❑ TYPES OF FOOD AND DRINK

- *Atún, salmon, miel*

❑ FURTHER ADJECTIVES

- *Rico en vitaminas, rico en proteínas, duro, ligero, jugoso, soso, amargo, agrio*

GRAMMAR

- ❑ Third person – saying what others eat and drink
- ❑ Suelo + infinitive
- ❑ Past tense of comer/beber in 1st person.
- ❑ Future tense comer/ beber 1st person

OVERVIEW

In this unit you will learn about different types of food and drink. You will learn to give opinions on foods and use adjectives effectively to give justifications.

We will also study verbs connected to meal times.
Desayuno – breakfast
Almuerzo – lunch
Meriendo – snack
Cena – evening meal

WHERE NEXT?

This links to KS4 Theme of Healthy Living

KS3 revisiting

Opinions, adjectival agreements, singular/plural revisited in next module through clothes and in year 9 through TV and film and school.

Yr8 P2S2 Topic 1: La moda: Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how talk about what they wear.

Prior knowledge (KS2/KS3)

Agreement of adjectives

Giving opinions

Colours

Adverbs of frequency

The bigger picture:

Career of the month – choose from slides

Where are we today? – SMSC - Latin America

SRE- The price of throw away fashion

CORE KNOWLEDGE – STICKY KNOWLEDGE VOCABULARY

☐ **Adverbs of frequency/ Time markers**

- *Cuando + weather expressions, cuando salgo con..., en el colegio, en casa, en la discoteca, en el gimnasio, en la playa, cuando juego al fútbol, nunca, siempre*

☐ **Saying what you wear ¿Qué llevas? (No) Llevo**

- *La ropa: una bufanda, una camisa, una camiseta, una chaqueta, una corbata, una falda, una gorra*
- *un abrigo, un uniforme, un vestido, un sombrero, un jersey, un top*
- *unas botas, unas sandalias, unas zapatillas de deporte (F. Plu)*
- *unos calcetines , unos vaqueros, unos pantalones, unos zapatos (M.Plu)*

☐ **COLOURS – Los colores**

- *rojo, amarillo, verde, azul, blanco, negro, naranja, marrón, rosa, morado, gris*

GRAMMAR

- ☐ Singular and plural
- ☐ Adjectival agreement
- ☐ Llevar – 1st and 3rd person

ABOVE AND BEYOND VOCABULARY

☐ **La Ropa**

- *Una camiseta sin mangas, una chaqueta deportiva, un reloj, un bañador, un chaleco, un chándal, un traje, un cinturón, un collar, unas pantuflas, pantalones cortos, pendientes, zapatos de tacón*

☐ **Patterns**

- *de lunares, de rayas, estampado, cuadrado*
- *largo, corto, ancho, estrecho*
- *oscuro, claro, marino*

GRAMMAR

- ☐ Verb llevar – all parts of the verb
- ☐ Past tense/immediate future tense of verb llevar in 1st person

OVERVIEW

In this unit you will learn to state what you wear in different weather and for different activities.

You will learn nouns and gender of many items of clothing and revise colours.

We will also study 1st and 3rd person of the verb LLEVAR = to wear

WHERE NEXT?

This links to KS4 Theme of Leisure and Entertainment

KS3 revisiting

Present tense, adjectival agreements, singular/plural revisited in Year 9 through TV and Film

Yr8 P2S2 Topic 2: El tiempo libre: Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how to talk about and give opinions on the topic of free time.

Prior knowledge (KS2/KS3)

Giving opinions Adverbs of frequency

The bigger picture:

Career of the month – choose from slides

Where are we today? – SMSC - Latin America

SRE- Healthy living choices

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

☐ **KEY VERBS:** JUGAR = to play, HACER = to do, IR = to go

Juego	hago	voy
<i>I play</i>	<i>I do</i>	<i>I go</i>

☐ Free time activities

Activities that use JUGAR (juego = I play)

- **Juego** + *al baloncesto, al fútbol, al tenis, deporte, al ajedrez, a las cartas, + con mis amigos (with friends)*

Activities that use HACER (hago = I do)

- **Hago** + *ciclismo, equitación, escalada, esquí, footing, natación, los deberes, pesas, senderismo*

Activities that use IR (voy = I go)

- **Voy** + *a casa de mi amigo/a, a la montaña, a la piscina, a la playa, al gimnasio, al parque, al polideportivo, de marcha, de pesca, en bici*

☐ Frequency adverbs

- *a menudo, a veces, casi nunca, cuando hace mal tiempo, cuando hace buen tiempo, raramente, dos veces por semana, todos los días*

ABOVE AND BEYOND

VOCABULARY

- ☐ Use of the verbs 'hacer', 'jugar' and 'ir' in preterite and immediate future tenses.

GRAMMAR

- ☐ Third person – saying what others do in their free time
- ☐ Past tense/immediate future tense

WRITING TASKS

- 1) Discussing free time activities.
- 2) Using frequency adverbs and free time verbs to write a diary entry.

OVERVIEW

In this unit you will study the three key verbs to talk about your free time.

JUGAR HACER IR
To play to do to go

We will study nouns for sports and activities you might do in your free time.

You also learn some adverbs of frequency to state how often you do sports/ activities.

WHERE NEXT?

This links to KS4 Theme of Entertainment and Leisure

KS3 revisiting

Present tense, adjectival agreements, singular/plural, frequency adverbs

Yr8 P2S3 Topic 1: Mi rutina diaria: Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how talk about their daily routine.

Prior knowledge (KS2/KS3)

Reflexive verbs Adverbs of frequency verb endings 1st / 3rd person

The bigger picture:

Career of the month – choose from slides

Where are we today? – SMSC - Latin America

SRE- Healthy routines

CORE KNOWLEDGE – STICKY KNOWLEDGE <u>VOCABULARY</u> ☐ Telling the time <i>a eso de... a las... 1-12 a mediodía, a medianoche</i> <i>y medio, y cuarto, y veinte, y veinticinco, menos cuarto, menos diez</i> <i>de la mañana, de la tarde, de la noche</i> ☐ Reflexive verbs for daily routine. ¿Qué haces por la mañana? <i>me levanto, me visto, me lavo los dientes, me acuesto</i> ☐ Non reflexive verbs for daily routine. ¿Qué haces durante el día? <i>desayuno, descanso, almuerzo, hago mis deberes, salgo de casa, veo la tele, vuelvo a casa, voy al colegio en autobus, juego en el ordenador, ceno</i> ☐ Frequency adverbs <i>luego, después, finalmente</i> <u>GRAMMAR</u> ☐ Reflexive verbs 1st person. ☐ Telling the time. Difference in structure (¼ to is less a ¼ in Spanish)	<u>ABOVE AND BEYOND</u> <u>VOCABULARY</u> ☐ <i>Use of all times, 24 hour clock.</i> ☐ <i>3rd person reflexive verbs.</i> <i>Se levanta, se viste, se lava los dientes, se acuesta</i> <u>GRAMMAR</u> ☐ Third person – discussing a friends daily routine.	<u>OVERVIEW</u> Over P2S3 we will be studying the topics of daily routine, my home and holidays. This core learning will lead us up to our Yr8 end of year assessments. You will learn how to tell the time, discuss daily routine using reflexive verbs and discuss your life at home. P2S3 will conclude by introducing future and past tense discussing holiday plans. <u>WHERE NEXT?</u> This links to KS4 Theme of identity and culture <u>KS3 revisiting</u> Present tense, reflexive verbs, singular/plural, 1st / 3rd person verbs, future tense
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Yr8 P2S3 Topic 2: Mi casa: Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how to describe their home.

Prior knowledge (KS2/KS3)

Reflexive verbs Adjectival agreement VIVIR = to live basic adjectives

The bigger picture:

Career of the month – choose from slides

Where are we today? – SMSC - Latin America

SRE - Different housing around the world– Flats in Spain

CORE KNOWLEDGE – STICKY KNOWLEDGE VOCABULARY

□ Stating the type of house you live in and where it is.

□ ¿Dónde vives exactamente?

- *Vivo en una casa... Vivo en un piso...*
- *bonita, fea, grande, nueva, pequeña, vieja*
- *en las afueras, en el campo, en la ciudad, en la costa*

□ Describing the rooms.

- *En mi casa hay... [number] habitaciones.*
- *Mi habitación favorita es... Me gusta relajarme en...*
- *la cocina, el comedor, el cuarto de baño, mi dormitorio, el jardín, el salón, la terraza*

□ VIVIR = to live [all parts of the verb]

- *vivo, vives, vive, vivimos, vivís, viven*

GRAMMAR

- Adjectival agreement. Piso vs casa – masculine/ feminine adjective endings.
- Masculine and feminine nouns for rooms
- Conjugation of regular IR verbs.

ABOVE AND BEYOND VOCABULARY

□ Extra locations

- *en la montaña, en una zona residencial*

□ Room descriptions

- *Siempre me ducho en...*
- *Me gusta trabajar en...*

GRAMMAR

- Full conjugation of IR verbs and applying knowledge to new verbs.
- Conditional tense – saying where you would like to live. *Me gustaría vivir en...*

OVERVIEW

In this unit you will learn how to describe your home. This includes adjectives, types of home, rooms in the house and the conjugation of VIVIR (to live)

You will discuss where you would like to live in the future using the conditional tense.
(Me gustaría vivir en...)

You will then link daily routine and free time activities with rooms in house to state what you do in each room.

WHERE NEXT?

This links to KS4 Theme of Local area

KS3 revisiting

Present tense, masculine/ feminine nouns, singular/plural, 1st / 3rd person verbs

Yr8 : Mis vacaciones: Journey of Knowledge

Context and Introduction to Unit

In this unit pupils will learn how to talk about a future holiday.

Prior knowledge (KS2/KS3)

Immediate future tense verbs IR = to go Voy, vas, va, vamos, vais, van Free time activities

The bigger picture:

Career of the month – choose from slides

Where are we today? – SMSC - Latin America

SRE – Travel, holidays, rest and relaxation

CORE KNOWLEDGE – STICKY KNOWLEDGE

VOCABULARY

☐ Stating where you are going to go on holiday. ¿Dónde vas a ir de vacaciones?

- *Este verano voy a ir de vacaciones a... Vamos a ir a...*
- *Argentina, Chile, Cuba, España, México*

☐ Stating how you travel. ¿Cómo vas a ir?

- *En autocar, en avión, en barco, en coche*

Giving a future tense opinion

Será aburrido/ divertido/ guay

☐ Stating how long you will spend there. ¿Para cuánto tiempo vas a ir?

- *Voy a pasar.... Vamos a pasar 1 semana, 2 semanas allí = there*

☐ Stating where you will stay. ¿Dónde vas a quedarte?

- *Voy a quedarme en... Vamos a quedarnos en...*
- *La casa de mi familia, un camping, un hotel de lujo, un hotel barato*

☐ Stating what holiday activities you are going to do. ¿Qué vas a hacer?

- *Voy a... Vamos a.... Me gustaría... Nos gustaría...*
- *bailar, comer, dormir, comprar, descansar, ir a la playa, jugar con mis amigos, tomar el sol*

GRAMMAR

- ☐ Construction of immediate future tense. VOY + A + IR
- ☐ Conjugation of irregular IR = to go Voy, vas, va, vamos, vais. van

ABOVE AND BEYOND

VOCABULARY

☐ Extra countries

- *Francia, Italia, Grecia etc*

☐ Extra activities

- *hacer buceo, deporte*
- *hacer turismo*
- *ir de marcha*
- *salir al centro*

GRAMMAR

- ☐ Full conjugation of IR
- ☐ Conditional tense – saying where you would like to go.
- ☐ Me gustaría ir a...
- ☐ Simple future tense
- ☐ Será... = it will be...

OVERVIEW

In this unit you will learn to discuss holiday plans. You will learn the names of countries around the world and modes of transport.

You will learn to use the future tense to describe where you will go, how you will get there and what you are going to do on holiday.

WHERE NEXT?

This links to KS4 Theme of International areas of interest

KS3 revisiting

Present tense IR, Countries, adjectives, future tense