

# Yr8 P2S1 Topic 1: La comida: 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 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/porque son*

#### 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, meriando, 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
- Sueldo + infinitive
- Past tense of comer/beber in 1<sup>st</sup> person.
- Future tense comer/ beber 1<sup>st</sup> person

### Writing Tasks

- 1) Write about your likes and dislikes in terms of food.
- 2) Describe your detail including meals.

### 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 to 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*
- *botas, sandalias, zapatillas de deporte, calcetines, vaqueros, pantalones, zapatos*

#### 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

## WOW zone tasks

- 1) Explaining what you wear in different situations.

### 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*

<b>Juego</b>	<b>hago</b>	<b>voy</b>
<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.*

### WHERE NEXT?

*This links to KS4 Theme of Entertainment and Leisure*

### KS3 revisiting

*Present tense, adjectival agreements, singular/plural*

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

## Context and Introduction to Unit

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

### **Prior knowledge (KS2/KS3)**

Reflexive verbs      Adverbs of frequency      verb endings 1<sup>st</sup> / 3<sup>rd</sup> 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

### VOCABULARY

#### Telling the time

- *a eso de... a las... 1-12 a mediodía, a medianoche*
- *y medio, y cuarto, y veinte, y veinticinco, menos cuarto, menos diez*
- *de la mañana, de la tarde, de la noche*

#### Reflexive verbs for daily routine. ¿Qué haces por la mañana?

- *me levanto, me visto, me lavo los dientes, me acuesto*

#### Non reflexive verbs for daily routine. ¿Qué haces durante el día?

- *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*

#### Frequency adverbs

- *luego, después, finalmente*

### GRAMMAR

- Reflexive verbs 1<sup>st</sup> person.
- Telling the time. Difference in structure (  $\frac{1}{4}$  to is less a  $\frac{1}{4}$  in Spanish)

## ABOVE AND BEYOND

### VOCABULARY

- Use of all times, 24 hour clock.*
- 3<sup>rd</sup> person reflexive verbs.*
  - *Se levanta, se viste, se lava los dientes, se acuesta*

### GRAMMAR

- Third person – discussing a friend's daily routine.

## Writing tasks

- 1) Detail a healthy daily routine.
- 2) Write a day in the life of Hillside blog.

### WHERE NEXT?

This links to KS4 Theme of identity and culture

### KS3 revisiting

Present tense, reflexive verbs, singular/plural, 1<sup>st</sup> / 3<sup>rd</sup> person verbs

# 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...*

## Writing tasks

- 1) Describing your home.
- 2) Discussing what your dream home would be like.

### WHERE NEXT?

This links to KS4 Theme of Local area

### KS3 revisiting

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

# Yr8 P2S3 Topic 3: Actividades en casa: Journey of Knowledge

## Context and Introduction to Unit

In this unit pupils will learn how to discuss activities they do at 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...*

## Writing tasks

- 1) Describing your home.
- 2) Discussing what your dream home would be like.

### WHERE NEXT?

This links to KS4 Theme of Home town and region

### KS3 revisiting

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

# Yr8 End of year: 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, Mexico*

#### 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...

## Writing tasks

- 1) Discussing future holiday plans.
- 2) Letter about a future dream holiday.

### WHERE NEXT?

This links to KS4 Theme of International areas of interest

### KS3 revisiting

Present tense IR, Countries, adjectives, future tense