

Yearly Overview | Year 08

	Term 01	Term 02	Term 03	Term 04	Term 05	Term 06
Topic(s)	Past Holidays	Free time - TV, music, film	In the restaurant	Going out	Going out 2	Future holidays
Marking & Assessment Points	Dictation / Translation End of unit Listening, Reading + Writing Assessment Teacher assessed Book marking : in addition to the above marking, book work should be marked via live marking and there should be one fully marked paragraph using the dept-wide marking code.	Vocab test and short writing task. End of unit Reading and Listening assessment. Online self-marking. Book marking : in addition to the above marking, book work should be marked via live marking and there should be one fully marked paragraph using the dept-wide marking code.	Speaking - reading aloud - Teacher assessed Reading and Writing Teacher assessed Book marking : in addition to the above marking, book work should be marked via live marking and there should be one fully marked paragraph using the dept-wide marking code.	Dictation / Translation. End of unit Listening and Reading. Online self-marking. Book marking : in addition to the above marking, book work should be marked via live marking and there should be one fully marked paragraph using the dept-wide marking code.	Vocab test and short writing task. Listening, Reading and Writing. Teacher assessed Book marking : in addition to the above marking, book work should be marked via live marking and there should be one fully marked paragraph using the dept-wide marking code.	Dictation / Translation. Reading, Listening Online self-marking. Speaking - Teacher assessed Book marking : in addition to the above marking, book work should be marked via live marking and there should be one fully marked paragraph using the dept-wide marking code.

Year 08 Spanish | Topic 1 | Past Holidays

Topic Overview:
The Past Holidays unit introduces students to the past tense (preterite) in Spanish, enabling them to describe past actions and events. Students will learn key verbs, time expressions, and vocabulary related to travel, destinations, weather, and activities. The unit focuses on developing listening, speaking, reading, and writing skills, with an emphasis on communication and cultural awareness. By the end of the unit, students will be able to recount their own holiday experiences and ask others about theirs, supporting spontaneous conversations in Spanish.

Prior & Subsequent Knowledge:

During KS2/Year 7...

- **Vocabulary:** Students will have been introduced to key thematic vocabulary (e.g., weather, days of the week, activities, and personal information).
 - **Grammar:** Students will have worked with the **present tense** of common regular and irregular verbs, alongside personal pronouns and simple sentence structures.
 - **Skills:** Students will have practiced describing their daily routines, talking about their likes/dislikes, and using basic opinion phrases (e.g., *me gusta*, *no me gusta*).
 - **Cultural Knowledge:** Exposure to cultural aspects of Spanish-speaking countries (e.g., celebrations, traditions, geography) will have laid a foundation for contextual learning.
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- This topic prepares students for...
 - **Year 8/Year 9:** Builds a bridge to more complex **narrative writing** and **extended speaking** on personal experiences (e.g., talking about past and future events).
 - **GCSE Preparation:** Lays the groundwork for future GCSE units on the **theme of Holidays and Travel**, where students must use a variety of tenses (preterite, present, future) in written and oral exams.
 - **Use of Multiple Tenses:** Prepares students to recognize and produce multi-tense narratives, a key GCSE requirement.
 - **Complex Grammar:** Students will encounter **irregular preterite verbs** (e.g., *fui*, *hice*, *vi*) and learn how to handle **time expressions** (e.g., *el año pasado*, *la semana pasada*).
 - **Cultural Understanding:** Reinforces cultural appreciation by exploring holiday destinations in Spanish-speaking countries, comparing them with the UK.

	Lesson Title	National Curriculum or Specification Link	Declarative Knowledge	Procedural Knowledge	Diagnostic questions for each phase of the lesson.	Push Yourself Activities	Resources Link	Literacy and Oracy	Cross Curricular
Lesson 1	¿A dónde fuiste de vacaciones?	Develops use of the preterite tense to describe past events Builds topic-specific vocabulary (e.g. transport, countries, activities) Encourages spoken and written narration of past experiences Enhances listening and reading comprehension through authentic-style texts Promotes use of time expressions and sequencing language Supports the ability to express and justify opinions about	<i>fui</i> = I went (preterite of <i>ir</i>) Common holiday destinations (e.g. <i>España, Francia, la costa</i>) Transport and accommodation vocab (e.g. <i>en avión, en coche, en hotel</i>) Time phrases for the past (e.g. <i>el año pasado, el verano pasado</i>) Key holiday activity verbs in the preterite (e.g. <i>visité, nadé, comí</i>) Flags of key holiday destinations	Form sentences using <i>fui</i> + destination Use past time phrases with the preterite Conjugate regular -ar/-er/-ir verbs in the preterite for “I” Describe past holiday activities with opinions Answer and ask questions about past holidays	Check Point 01: QUESTION: What does ‘¿Adónde fuiste?’ mean? POSSIBLE ANSWERS: 1) Where do you go on holiday? 2) Where did you go on holiday? 3) Where are you going to go on holiday? Check Point 02: QUESTION: What is Spanish for ‘I went’? POSSIBLE ANSWERS: 1) fue 2) voy 3) fui	Activity 01: Describe your last holidays. Activity 02: Traduce ‘Next year, I am going to go to France by boat.	Slides Check Out Google Form	Key Terminology: Fui a ... - I went to Fui – I went Fuiste – You went Fue – He/She went Fuimos – We went Fuisteis – You all went Fueron – They went Irlanda/Inglaterra/Gales/España/ Escocia/Francia/Alemania/Portugal/Italia/ México/ Grecia/ Argentina/República Dominicana/India/ Pakistán = Ireland/England/Wales/Spain/ Scotland/France/German/ Portugal/Italy/Mexico/Greece/ Argentina/Dominican Republic/India/Pakistan	English Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography Countries, capitals and locations Weather and climate comparisons

		holiday experiences Encourages spontaneous language use in role plays or Q&A Introduces cultural content through references to Spanish-speaking holiday destinations Builds grammatical understanding through regular and irregular past tense verbs Prepares students for future study by embedding a key tense required at GCSE			4) vas Check Out Questions (05 questions): Please refer to the checkout link.			Fui en... - I went by... autobús - bus avión - plane tren - train barco - boat Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	History Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences
Lesson 2	¿Qué hiciste el verano pasado?	Introduces and practises the preterite tense, meeting the requirement to use a range of tenses. Builds high-frequency verb knowledge (e.g. <i>fui, visité, comí, nadé</i>), supporting grammatical development. Develops listening, speaking, reading, and writing through varied skill-based tasks. Encourages use of time expressions (e.g. <i>el verano pasado, luego, después</i>), enhancing sentence complexity. Promotes personalised language use, describing past experiences to build fluency and confidence. Lays foundation for narration and recounting events, preparing pupils for GCSE content. Supports cultural understanding through comparisons with Spanish-speaking holiday destinations or traditions.	The preterite tense is used to describe completed actions in the past Regular -ar, -er, and -ir verbs follow specific conjugation patterns in the preterite Some common verbs are irregular and do not follow regular preterite patterns Verb endings change depending on the subject of the sentence (especially “yo”) Time expressions (e.g. phrases referring to “last summer” or “last year”) indicate when an action occurred Sentence structure in the past tense may include sequencing and linking words Connectives help structure a logical narrative or description of past events Hacer in the preterite tense.	Conjugate regular verbs in the preterite tense by removing the infinitive ending and adding the correct form Use memorised irregular verb forms accurately in speaking and writing Understand and answer past-tense questions with appropriate responses Apply time expressions and sequencing words to narrate events logically Express simple opinions about past events or activities using familiar sentence frames Recognise and understand preterite verbs in listening or reading activities Build full sentences in the past tense with accurate grammar and clear structure	Check Point 01: QUESTION: Which is not conjugated correctly in the preterite (past) tense? POSSIBLE ANSWERS: 1) Visitaste = you visited 2) Visitamos = we visited 3) Visito = I visited 4) Visitaron = they visited Check Point 02: QUESTION: What does ‘luego’ mean? POSSIBLE ANSWERS: 1) Later 2) Afterwards 3) Then Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Re-write 3 sentences from one of the texts in the 3rd person HE / SHE form. Activity 02: Include negatives and 3rd person details.	Slides Check Out Google Form	Key Terminology: ¿Qué hiciste? – What did you do? ¿Qué hiciste en tus vacaciones de verano? – What did you do on your summer holiday? Bailé. – I danced. Compré una camiseta. – I bought a T-shirt. Descansé en la playa. – I relaxed on the beach. Mandé SMS. – I sent texts. Monté en bicicleta. – I rode my bike. Nadé en el mar. – I swam in the sea. Saqué fotos. – I took photos. Tomé el sol. – I sunbathed. Visité monumentos. – I visited monuments. No nadé en el mar. – I didn't swim in the sea. Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography Countries, capitals and locations Weather and climate comparisons History Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences

Lesson 3	El último día	Introduces and practises the preterite tense, helping students talk about past events confidently. Expands topic-specific vocabulary related to holidays and activities. Develops all four key skills: listening, speaking, reading, and writing. Encourages spontaneous use of language through structured and creative speaking and writing tasks. Provides exposure to adapted authentic materials, such as short texts and audio clips. Builds fluency and accuracy using time phrases, connectives, and opinions. Prepares students for further study by reinforcing grammar, tense awareness, and meaningful communication.	The preterite tense is used to describe completed actions that took place on a specific day in the past Regular verbs in the preterite follow set endings depending on the verb type (-ar, -er, -ir) Some high-frequency verbs used to describe holiday activities are irregular in the preterite Time markers (e.g. "el último día", "por la mañana", "por la tarde") indicate when each action happened Familiar opinion phrases (positive and negative) can be used to evaluate past experiences Basic sentence structure in Spanish includes subject–verb–object order, with correct verb endings Connectives (e.g. "y", "pero", "porque", "luego") help link and organise ideas in a past-tense narrative	Form the preterite of regular verbs by removing the infinitive ending and adding the correct conjugation Use memorised irregular verb forms (especially for high-frequency actions like “ir” or “hacer”) Build full sentences to describe what they did on the last day of their holiday Use time expressions and sequencing phrases to structure events in a logical order Add simple opinions and justifications to describe how they felt about each activity Link ideas clearly using a range of basic connectives Understand and respond to spoken or written Spanish about past events using context and verb forms	Check Point 01: QUESTION: Which is not conjugated correctly in the preterite (past) tense? POSSIBLE ANSWERS: 1) comieron = they ate 2) salimos = we went out 3) comí = he / she ate 4) compré = I bought Check Point 02: QUESTION: What does ‘vi’ mean? POSSIBLE ANSWERS: 1) I went 2) I had 3) I did 4) I saw Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: What two opinions do you hear? Activity 02: Change 3 of the phrases into the 1st person plural (WE form).	Slides Check Out I Google Form	Key Terminology: Comí una ración de calamares - I ate a portion of calamari Escribí SMS - textos - I sent texts Conocí a un chico guapo / a una chica guapa - I meet a handsome boy / pretty girl Bebí una limonada - I drank a limonade Vi un castillo interesante - I saw an interesting castle Salí con mi hermano/a - I went out with my brother/sister Bebí una coca cola - I drank a coke Comí paella - I ate paella Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography Countries, capitals and locations Weather and climate comparisons History Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences
Lesson 4	¿Cómo te fue?	Develops use of the preterite tense to describe past events Builds vocabulary to talk about holidays and personal experiences Encourages listening, speaking, reading, and writing in meaningful contexts Supports spontaneous communication using question and answer exchanges Reinforces grammar knowledge, such as verb endings and time phrases	¿Cómo te fue? means <i>How was it?</i> or <i>How did it go?</i> <i>Fue</i> = past tense of <i>ser</i> and <i>ir</i> (it was / it went) Responses use opinion phrases in the past (e.g. <i>fue divertido</i>, <i>fue un desastre</i>) Key adjectives describe experiences in the past Intensifiers and connectives help expand answers	Respond accurately to ¿Cómo te fue? using <i>fue</i> Give opinions in the past tense Use intensifiers and connectives to develop responses Recognise <i>fue</i> in listening and reading Write and say short descriptions of past experiences Distinguish clearly between <i>fue</i> and <i>fui</i>	Check Point 01: QUESTION: Translate ‘I went to France. It was cool’ ? POSSIBLE ANSWERS: 1) Fue a Francia. Fui genial. 2) Fuimos a Francia. Fue genial. 3) Fui a Francia. Fue guay. 4) Fue a Francia. Fui guay Check Out Questions (05 questions): Please refer to the checkout link..	Activity 01: Using the vocabulary you know, can you create another reason? Activity 02: Translate: My mum went to Spain but it was terrible because she ate something bad and she vomited. Also, on the last day she lost her passport.	Slides Check Out I Google Form	Key Terminology: ¿Cómo fue? - What was it like? Fue... - It was... guay - cool un desastre - a disaster estupendo - fantastic aburrido - boring genial - great horrible - awful ¿Qué tal lo pasaste? - What sort of time did you have? ¡Lo pasé bomba! - I had a fantastic time! Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography

		Promotes use of opinions and justifications (e.g. <i>fue genial porque...</i>) Provides opportunity for personalised writing and speaking tasks Encourages cultural awareness through references to Spanish-speaking holiday destinations	Difference between <i>fue</i> (it was) and <i>fui</i> (I went) Basic word order and adjective agreement						Countries, capitals and locations Weather and climate comparisons History Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences
Lesson 5	Assessment Lesson	Assesses understanding of past tense (preterite), a key grammatical structure Tests ability to describe events and experiences, developing communication skills Reinforces listening, reading, speaking, and writing across a familiar topic Encourages use of opinions and justifications (e.g. <i>me gustó porque...</i>) Promotes use of time expressions and sequencing language for narrative skills Builds vocabulary linked to places, activities, and transport, deepening lexical knowledge Develops accuracy and fluency in using complete sentences and verb agreements Prepares students for GCSE-style tasks and language assessment skills Supports reflection on progress and identifies areas for targeted improvement	The preterite tense expresses completed past actions Regular verb endings for -ar, -er, -ir in the preterite Some high-frequency verbs are irregular (e.g. <i>ir, ser, hacer</i>) Time markers signal when an action happened (e.g. “last summer”) Word order in past-tense Spanish sentences Opinion phrases and intensifiers used to describe past experiences	Conjugate regular and some irregular verbs in the preterite Form accurate past-tense sentences with correct subject-verb agreement Understand and answer questions in the preterite Use time markers and connectives to structure responses Include opinions and justifications in writing/speaking Identify and interpret past-tense verbs in reading/listening tasks Check accuracy in spelling, verb endings, and word order in assessments	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: N/A Activity 02:N/A	Slides Check Out Google Form	Key Terminology: All Topic 1 Vocabulary Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography Countries, capitals and locations Weather and climate comparisons History Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences
Lesson 6	Reflection Lesson + How do I use the past and the	Assesses understanding of past tense (preterite), a key	The present tense describes actions that are happening now or	Recognise the difference between present and preterite verb forms in context	Check Point 01: QUESTION: Which phrases could be in both the present and past tense?	Activity 01: Make a note of any other details you understand.	Slides Check Out Google Form	Key Terminology: All Topic 1 Vocabulary Literacy: Spellings of new words	English

Lesson 7	present tense together when discussing holidays?	grammatical structure Tests ability to describe events and experiences, developing communication skills Reinforces listening, reading, speaking, and writing across a familiar topic Encourages use of opinions and justifications (e.g. <i>me gustó porque...</i>) Promotes use of time expressions and sequencing language for narrative skills Builds vocabulary linked to places, activities, and transport, deepening lexical knowledge Develops accuracy and fluency in using complete sentences and verb agreements Prepares students for GCSE-style tasks and language assessment skills Supports reflection on progress and identifies areas for targeted improvement	regularly The preterite tense describes completed actions in the past Verbs change their endings depending on the tense and subject Regular verbs have distinct endings for the present and preterite tenses Some high-frequency verbs are irregular in both tenses and must be memorised Time expressions help identify whether an action happened in the past or is happening in the present Sentences can include both tenses to compare or contrast experiences (e.g. this year vs. last year) Opinions and justifications can be used with both tenses to add detail and personal response ent.	Conjugate regular verbs in both the present and preterite tenses accurately Recall and apply irregular verb forms in both tenses when speaking and writing Use time phrases to signal which tense is being used Combine both tenses in sentences to compare or sequence actions (e.g. "This year I go to Spain, but last year I went to France") Write and say extended sentences using both tenses with correct verb forms and appropriate linkers Include opinions and reasons when discussing holidays in both tenses Edit and improve writing to ensure tense consistency and accurate verb endings	POSSIBLE ANSWERS: 1) montamos en helicóptero 2) compré una camiseta 3) conocí a una chica guapa 4) salgo con mis amigos			Oracy: Spanish Phonics Choral repetition	Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography Countries, capitals and locations Weather and climate comparisons History Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences
	El mundo hispánico	Develops cultural awareness through exploration of Spanish-speaking countries Expands geographical and cultural knowledge beyond Spain Encourages use of target language to describe countries, capitals, and facts Promotes independent learning and research skills Supports reading and comprehension of authentic or adapted texts Builds vocabulary around nationality, location, and key cultural features	The location of key Spanish-speaking countries (e.g. Mexico, Argentina, Colombia, Spain) Capital cities and national symbols (e.g. flags, currencies, landmarks) Key cultural facts (e.g. festivals, food, famous people, music, traditions) Language spoken: Spanish (and sometimes indigenous languages too) Time zones and continents (e.g. Spain in Europe, Mexico in North America, Chile in South America)	Use bilingual websites or safe search tools to find information Skim and scan for relevant content Take brief notes in English and/or Spanish Construct simple sentences in Spanish using key structures: <i>Es un país...</i> (It is a country...) <i>Está en...</i> (It is in...) <i>Tiene...</i> (It has...) <i>Me gusta porque...</i> (I like it because...) Use present tense and high-frequency verbs (e.g. <i>hay, es, tiene</i>)	Check Point 01: QUESTION: Which of the countries below does NOT speak Spanish? POSSIBLE ANSWERS: 1) Honduras 2) Guatemala 3) Bolivia 4) Brazil	Activity 01: What other details do you hear? Reasons for opinions / future plans?	Slides Check Out I Google Form	Key Terminology: ¿Adónde fuiste de vacaciones? Where did you go on vacation? ¿Con quién fuiste? Who did you go with? ¿Cómo fuiste? How did you go? ¿Qué hiciste en Argentina? What did you do in Argentina? ¿Cómo te fue? How did it go for you?	English Use of past tense verbs Writing postcards or trip descriptions Speaking and listening for clarity and fluency Maths Using numbers and dates Talking about time and duration Geography Countries, capitals and locations Weather and climate comparisons History

		Encourages presentation skills (speaking/writing) with factual content Reinforces grammar such as adjective agreement and verb forms (e.g. <i>es, está, tiene</i>) Allows comparison between pupils’ own culture and Hispanic cultures Enhances motivation and curiosity through real-world application	Country names in Spanish (e.g. <i>México, España, Argentina</i>) Nationalities (e.g. <i>mexicano/a, español/a</i>) Key geographical terms (e.g. <i>montañas, ríos, ciudades, mar</i>) Common cultural words (e.g. <i>comida, música, gente, costumbres</i>) Presentational language (e.g. <i>Se llama..., Está en..., Es famoso/a por..., Tiene...</i>)	Pronounce key Spanish vocabulary clearly Use visuals (e.g. maps, flags, photos) to support speaking Present to peers using key sentence starters and cue cards Share roles if working in groups (e.g. researcher, designer, presenter) Listen to others’ presentations and give positive feedback				<i>Es un país...</i> (It is a country...) <i>Está en...</i> (It is in...) <i>Tiene...</i> (It has...) <i>Me gusta porque...</i> (I like it because...) Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	Historical sites (e.g. Roman ruins, Mayan heritage) Links between Spain and Latin America PSHE Reflecting on cultural experiences
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Year 08 Spanish | Topic 2 | Free Time - TV, Music + Film

Topic Overview: This unit focuses on vocabulary and grammatical structures related to free time activities, particularly TV shows, films, and hobbies. Students will learn to express opinions, justify their preferences, and discuss leisure activities in the past, present, and future tenses. The unit aims to develop listening, reading, speaking, and writing skills through authentic texts, conversations, and creative tasks.

Prior & Subsequent Knowledge:

- Basic vocabulary for hobbies and leisure activities (e.g., jugar, leer, escuchar música).
- Ability to express simple opinions using "me gusta" and "no me gusta" with basic reasons.
- Understanding of conjugations of key present tense verbs (especially -ar, -er, -ir verbs like jugar, leer, ver).
- Knowledge of simple time markers (e.g., hoy, mañana, el fin de semana).
- Use of connectives (y, pero, porque) and intensifiers (muy, bastante, un poco) to extend sentences.

This topic prepares students for...

- **Year 9:** Using multiple tenses (present, past, and future) in one task, describing past experiences and future plans, and engaging with longer texts. Students will also discuss media and culture topics (e.g., music, technology) and complete **GCSE-style tasks** (photo cards, role-plays, and translations).
- **Key Stage 4 (GCSE Spanish):** Mastery of complex opinion phrases, justifications, and a wider range of adjectives. Students will prepare for the **"Identity and Culture" GCSE theme**, which includes free time, TV, and cinema, and develop skills for discussing past, present, and future experiences in speaking, writing, and translation tasks.

	Lesson Title	National Curriculum or Specification Link	Declarative Knowledge	Procedural Knowledge	Diagnostic questions for each phase of the lesson.	Push Yourself Activities	Resources Link	Literacy and Oracy	Cross Curricular
Lesson 1	Mi vida, mi móvil	Develops vocabulary on technology and media use	Present tense is used to describe habits and routines	Conjugate regular verbs in the present tense correctly based on the subject	Check Point 01: <u>QUESTION:</u> Find the correct Spanish translation for 'I share my favourite videos three times a week.' <u>POSSIBLE ANSWERS:</u> 1. Comparto mis vídeos favoritos todos los días. 2. Nunca comparto mis vídeos favoritos. 3. Comparto mis vídeos favoritos una vez a la semana. 4. Comparto mis vídeos favoritos tres veces a la semana. Check Point 02: <u>QUESTION:</u> Find the correct English translation for 'Descargo aplicaciones de vez en cuando.' <u>POSSIBLE ANSWERS:</u> 1. I download apps every day. 2. I download apps once a week. 3. I download apps once a month.	Activity 01: What do you do with your phone? Activity 02: Re-write the sentences in the 3rd person (he / she) form.	Slides Check Out Google Form	Key Terminology: Llamar - To call Mandar correos - To send emails Investigar - To research Sacar fotos - To take photos Charlar/chatear - To chat Descargar - To download Subir - To upload Grabar - To record Buscar - To look for Ver - To watch Usar/Utilizar - To use Todos los días - every day Dos o tres veces a la semana - twice or three times a week A veces - sometimes De vez en cuando - from time to time Nunca - never Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure Music Listening to Spanish-language songs Media Studies Identifying TV and film genres PSHE Talking about screen time and healthy habits Geography
		Encourages expression of opinions and justification (e.g. me gusta, prefiero, porque)	Regular -ar, -er, and -ir verbs follow specific present tense endings depending on the subject	Use common irregular verbs accurately in the context of mobile phone use					
		Builds grammatical accuracy using present tense regular verbs	Key verbs related to mobile phone use can be regular or irregular in the present tense	Express what they do on their phone using full sentences and relevant vocabulary					
		Reinforces high-frequency verbs like hacer, ver, escuchar, jugar	Subject pronouns (yo, tú, él/ella, etc.) are often implied but affect verb endings	Give simple opinions about mobile activities and justify them					
		Improves listening and reading comprehension through topic-based texts	Time expressions like "todos los días" or "a veces" help describe frequency	Use frequency adverbs and time expressions to describe how often they use their phone					
		Promotes spoken interaction using familiar structures and digital context	Opinions and reasons (e.g. using "porque") are common when talking about phone habits	Understand and respond to questions about digital					
		Provides opportunities to							

		write short texts about personal habits and preferences Engages students with relevant, real-life content (mobile phones and tech) Supports progression by revisiting and extending prior vocabulary and grammar	Sentence structures follow subject–verb–complement order, with adjectives and connectives used to add detail	habits in speaking or writing Recognise present-tense verbs in listening and reading tasks and match them to meaning Build short spoken or written texts with linked ideas and clear structure and ideas..	4. I download apps from time to time. Check Out Questions (05 questions): Please refer to the checkout link.				Spanish-speaking countries linked to artists or films
Lesson 2	¿Qué tipo de música te gusta?	Builds topic-based vocabulary on music and opinions Develops use of opinion phrases and justifications (e.g. <i>me gusta porque es...</i>) Reinforces adjective agreement and sentence structure Encourages spontaneous speaking and personal expression Supports listening and reading comprehension using familiar and unfamiliar language Promotes cultural awareness through exposure to Spanish-speaking music and artists Provides opportunities for creative writing and description Builds confidence in expressing preferences and comparing genres Lays grammatical foundation for future tense structures (e.g. <i>voy a escuchar</i>) Prepares students for GCSE	The verb <i>gustar</i> is used to express likes and dislikes in Spanish <i>Gustar</i> does not follow normal subject–verb agreement; it agrees with the thing that is liked, not the person Indirect object pronouns (me, te, le) indicate who likes something Music genres are treated as nouns and follow <i>gustar</i> Opinions can be extended with intensifiers and adjectives (for example, "me gusta mucho", "es divertido") Word order in Spanish is different from English in opinion phrases The question structure <i>¿Qué tipo de...?</i> is used to ask about preferences	Use <i>gustar</i> correctly with musical genres in both singular and plural forms Choose the appropriate indirect object pronoun to match the subject Give and justify opinions about music using adjectives and intensifiers Respond accurately to the question <i>¿Qué tipo de música te gusta?</i> Form full sentences expressing likes and dislikes clearly and accurately Recognise and understand <i>gustar</i> phrases in listening and reading tasks Use question and answer structures to engage in basic conversations about musical tastes	Check Point 01: <u>QUESTION:</u> Translate 'I like rap music but I don't like classical music.' <u>POSSIBLE ANSWERS:</u> - No me gusta el rap, pero prefiero la música clásica. - Me gusta el rap, pero no me gusta la música clásica. - Me encanta el rap, pero no me gusta nada la música clásica. - Me gusta el rock, pero me encanta la música clásica. Check Point 02: <u>QUESTION:</u> Which is the correct grammatical sentence? <u>POSSIBLE ANSWERS:</u> - Me encanta el rap porque es interesante. - No me gusta la música pop porque es aburrido. - Odio el rap porque es aburrido. - Me gusta el rock porque es fantástica. Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Write what type of music you like and add a reason if you can. Activity 02: Write a sentence to express someone in your family's musical taste.	Slides Check Out Google Form	Key Terminology: El rap - rap El R 'n' B - R 'n' B El rock - rock La música clásica - classic music La música electrónica - electronic music La música pop - pop music Me gusta - I like Me encanta - I love No me gusta - I don't like No me gusta nada - I don't like at all porque es guay - because it's cool porque es aburrido - because it's boring porque es triste - because it's sad porque es horrible - because it's horrible Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure Music Listening to Spanish-language songs Media Studies Identifying TV and film genres PSHE Talking about screen time and healthy habits Geography Spanish-speaking countries linked to artists or films

		themes such as “Free time and media”							
Lesson 3	¿Qué tipo de programas te gustan?	Develops ability to express and justify opinions using familiar structures Reinforces high-frequency present tense verbs (<i>me gusta, veo, prefiero</i>) Builds topic-specific vocabulary related to media and entertainment Encourages understanding and use of grammatical structures (e.g. noun–adjective agreement) Supports listening and reading comprehension with authentic-style materials Provides opportunities for speaking and writing with increasing accuracy Allows for comparison of cultural habits around TV and media in Spanish-speaking countries Builds confidence in forming full sentences and asking/answering questions Prepares students for future study through regular practice of core language skills	The present tense is used to talk about what someone likes or watches now “Gustar” is a verb that doesn’t follow regular conjugation patterns — it’s used with indirect object pronouns (e.g. <i>me gusta</i>) Nouns in Spanish have gender and number, which affect adjective agreement and article use Different types of TV programmes are described using specific nouns and adjectives Adjectives in Spanish generally come after the noun and must agree in gender and number Opinions are often followed by reasons introduced with “porque” Common adjectives used to give opinions vary in spelling depending on whether they are masculine/feminine or singular/plural	Use <i>me gusta(n)</i> and <i>no me gusta(n)</i> accurately with singular and plural nouns Identify the gender and number of nouns to ensure correct adjective agreement Express simple opinions using appropriate sentence structures Justify opinions using “porque” followed by a reason with an adjective Use a range of adjectives to describe different types of TV programmes Understand and respond to questions about preferences (e.g. <i>¿Qué tipo de programas te gustan?</i>) Construct short spoken or written texts expressing likes and dislikes with reasons Listen for key opinion phrases and programme types in audio materials	Check Point 01: <u>QUESTION:</u> Choose the sentence which is grammatically correct. <u>POSSIBLE ANSWERS:</u> 1. Me gustan las realitys. 2. Me gustan los realitys. 3. Me gusta el realitys. 4. Me gusta Los realitys. Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Translate: ‘I don’t like comedies but I love police shows’. Activity 02: Use comparisons and connectives.	Slides Check Out Google Form	Key Terminology: un programa de música - a music program un programa de deportes - a sport program un reality - a reality show un concurso - a competition un documental - a documentary una comedia - a comedy una serie policíaca - a police series una telenovela - a soap opera el telediario - the news Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure Music Listening to Spanish-language songs Media Studies Identifying TV and film genres PSHE Talking about screen time and healthy habits Geography Spanish-speaking countries linked to artists or films
Lesson 4	¿Qué hiciste ayer?	Introduces and practises the preterite tense, fulfilling grammar progression requirements Develops listening, reading, speaking, and writing skills through topic-based	The preterite tense is used to describe completed actions in the past Regular verbs in the preterite have distinct endings based on whether they are -ar, -er, or -ir verbs	Conjugate regular verbs in the preterite tense for the first and second person singular Recall and correctly use irregular preterite forms where needed	Check Point 01: <u>QUESTION:</u> ¿Qué hiciste ayer? <u>POSSIBLE ANSWERS:</u> 1. Voy a salir con mis amigos.	Activity 01: Write about what you did and did not do yesterday. Activity 02: Write a blog about what you normally do and what you did yesterday; add connectives,	Slides Check Out Google Form	Key Terminology: Key Vocabulary Monté en bici - I rode a bike Fuimos al parque - We went to the park Hice karate - I did karate Hice gimnasia - I did gymnastics Hice los deberes - I did homework Hablé por Skype con mi abuela - I spoke	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure

		activities Encourages use of time expressions to narrate past events Expands vocabulary for free-time activities and daily routines Builds ability to describe and sequence past actions Promotes spontaneous speech and written expression using familiar and new structures Supports development of accurate verb formation and understanding of regular and irregular verbs Lays grammatical and thematic foundations for GCSE topics like free time and holidays Offers opportunities for personalisation and creative output, increasing engagement and confidence	A small group of high-frequency verbs are irregular in the preterite (e.g. <i>ir, hacer</i>) Subject pronouns (especially <i>yo</i> and <i>tú</i>) influence verb endings Time expressions referring to the recent past (e.g. <i>ayer, anoche</i>) help place events in time Word order in Spanish sentences (subject–verb–object) often mirrors English but has key differences (e.g. adjective placement) Basic connectives (e.g. <i>y, pero, también</i>) are used to extend ideas in the past tense	Understand questions in the preterite tense and respond accurately in full sentences Use time expressions and sequencing words to describe what happened yesterday Apply simple connectives to add detail or contrast in spoken or written answers Express basic opinions or reactions to past events (e.g. say if something was fun or boring) Recognise past-tense verbs in listening and reading contexts and infer their meaning based on context	2. Normalmente hago los deberes después del insti. 3. Ayer monté en bici y vi una película. Siempre monto en bici con mi hermana Check Point 02: <u>QUESTION:</u> What sentence is grammatically correct? <u>POSSIBLE ANSWERS:</u> 1. Normalmente hice kárate. 2. Ayer hago gimnasia y monto en bici. 3. Normalmente vi películas de terror. 4. Ayer bailé flamenco Check Out Questions (05 questions): Please refer to the checkout link.	negatives and different time phrases.		on Skype with my grandma Bailé en mi cuarto - I danced in my bedroom Jugué en línea con mis amigos - I played online with my friends Vi una película con mis padres - I watched a film with my parents Sali con mis amigas - I went out with my friends Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	Music Listening to Spanish-language songs Media Studies Identifying TV and film genres PSHE Talking about screen time and healthy habits Geography Spanish-speaking countries linked to artists or films
Lesson 5	Assessment Lesson	Develops ability to give and justify opinions using a range of expressions. Reinforces use of the preterite tense to describe past activities. Expands topic-specific vocabulary (music, technology, free time). Encourages understanding and use of high-frequency verbs in context. Builds skills in listening, speaking, reading, and	The present tense is used for habits or things happening now The preterite tense is used to describe completed actions in the past The near future tense is used to talk about what is going to happen Each tense has its own structure and set of endings	Conjugate regular and irregular verbs in the present, preterite, and near future tenses accurately Use time expressions to indicate when actions are taking place (past, present, or future) Identify which tense is being used and apply it appropriately to match the meaning Express opinions about free-time activities in all	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable	N/A	Key Terminology: Topics 1-2 vocabulary Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure Music Listening to Spanish-language songs Media Studies

		writing. Promotes translation and comprehension of familiar and unfamiliar language. Supports personalised communication, talking about real interests. Develops spontaneity and fluency in describing experiences and preferences. Lays grammatical foundations for progression to KS4 topics (e.g. media, technology).	or patterns Regular verbs follow set rules in all three tenses, while some high-frequency verbs are irregular Subject pronouns (e.g. <i>yo, tú, él/ella</i>) affect how verbs are conjugated Opinion phrases (e.g. <i>me gusta, prefiero, odio</i>) are followed by infinitive verbs Justifications often start with <i>porque</i> and use adjectives to give reasons Connectives (e.g. <i>y, pero, sin embargo, también</i>) help structure more detailed and cohesive responses Vocabulary includes types of TV shows, films, leisure activities, and relevant adjectives	three time frames Justify opinions using <i>porque</i> + adjective or noun phrase Use infinitive verbs correctly after opinion structures and in the near future tense Understand and respond to questions in different tenses Write and speak using all three tenses in extended sentences Use connectives to link ideas and sequence events or statements logically Recognise and understand verbs and key vocabulary in listening and reading tasks across all three tenses					Identifying TV and film genres PSHE Talking about screen time and healthy habits Geography Spanish-speaking countries linked to artists or films
Lesson 6	Try Now	Develops ability to give and justify opinions using a range of expressions. Reinforces use of the preterite tense to describe past activities. Expands topic-specific vocabulary (music, technology, free time). Encourages understanding and use of high-frequency verbs in context.	The present tense is used for habits or things happening now The preterite tense is used to describe completed actions in the past The near future tense is used to talk about what is going to happen	Conjugate regular and irregular verbs in the present, preterite, and near future tenses accurately Use time expressions to indicate when actions are taking place (past, present, or future) Identify which tense is being used and apply it appropriately to match the meaning	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable	N/A	Key Terminology: Topics 1-2 vocabulary	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure Music Listening to Spanish-language songs

		Builds skills in listening, speaking, reading, and writing. Promotes translation and comprehension of familiar and unfamiliar language. Supports personalised communication, talking about real interests. Develops spontaneity and fluency in describing experiences and preferences. Lays grammatical foundations for progression to KS4 topics (e.g. media, technology).	Each tense has its own structure and set of endings or patterns Regular verbs follow set rules in all three tenses, while some high-frequency verbs are irregular Subject pronouns (e.g. <i>yo, tú, él/ella</i>) affect how verbs are conjugated Opinion phrases (e.g. <i>me gusta, prefiero, odio</i>) are followed by infinitive verbs Justifications often start with <i>porque</i> and use adjectives to give reasons Connectives (e.g. <i>y, pero, sin embargo, también</i>) help structure more detailed and cohesive responses Vocabulary includes types of TV shows, films, leisure activities, and relevant adjectives	Express opinions about free-time activities in all three time frames Justify opinions using <i>porque</i> + adjective or noun phrase Use infinitive verbs correctly after opinion structures and in the near future tense Understand and respond to questions in different tenses Write and speak using all three tenses in extended sentences Use connectives to link ideas and sequence events or statements logically Recognise and understand verbs and key vocabulary in listening and reading tasks across all three tenses					Media Studies Identifying TV and film genres PSHE Talking about screen time and healthy habits Geography Spanish-speaking countries linked to artists or films
Lesson 7	¡Feliz Navidad!	Cultural Understanding: Promotes intercultural awareness by exploring Spanish-speaking Christmas traditions, customs, and celebrations. Vocabulary Building: Teaches festive vocabulary (e.g. <i>villancicos, turrón, los Reyes Magos</i>) in a meaningful and	Christmas is celebrated differently in Spanish-speaking countries, with key traditions such as <i>Nochebuena, Los Reyes Magos</i>, and <i>El Día de los Santos Inocentes</i> Spanish Christmas vocabulary includes greetings, traditional foods,	Use key festive vocabulary in short written and spoken tasks Describe how Christmas is celebrated in Spanish-speaking countries Apply gender and number agreement when	Checkpoint 1: What do people traditionally eat in Spain on the 6th of January? a) el mazapán b) el roscón de Reyes c) el turrón d) el jamón Checkpoint 2: Who brings gifts to children in Spain on the 6th of	Activity 01: Cultural comparison writing task Write 4–5 sentences comparing how Christmas is celebrated in Spain and your country. Use structures like: • <i>En España...</i> • <i>En mi país...</i> • <i>Es diferente porque...</i>	Slides Check out Google Form	Key Terminology: la Navidad – Christmas el árbol de Navidad – Christmas tree los regalos – presents Papá Noel – Santa Claus los Reyes Magos – the Three Kings	English / Literacy Using persuasive language to express opinions Comparing adjectives and sentence structure

		seasonal context. Listening & Reading: Develops skills through songs (e.g. Feliz Navidad), short texts, and authentic resources like adverts or festive messages. Speaking & Writing: Encourages pupils to express opinions about Christmas traditions, make comparisons, or describe their own celebrations. Grammar in Context: Revises or introduces key grammar (e.g. present tense, me gusta(n), porque) within a cultural framework. Personalisation: Provides opportunities for creative tasks like designing a Christmas card or writing about festive plans, enhancing engagement. Cross-curricular Links: Connects with RE, Music, and Art, enriching cultural appreciation and creativity.	and festive activities Definite and indefinite articles (e.g. <i>el, la, un, una</i>) agree with gender and number Adjectives usually follow the noun and must agree in gender and number Dates and ordinal numbers are expressed differently in Spanish (e.g. <i>el veinticuatro de diciembre</i>) Spanish uses different festive expressions (e.g. <i>¡Feliz Navidad!, ¡Próspero Año Nuevo!</i>) Cultural practices differ across regions (e.g. Spanish vs. Latin American traditions)	using nouns and adjectives Write simple sentences using festive vocabulary and correct word order Give opinions about Christmas traditions or activities using sentence starters and justifications Understand the gist and key details of a short text or video about Spanish Christmas traditions Respond to questions or prompts about Christmas using familiar structures and festive language	January? a) Papá Noel b) los Reyes Magos c) el Hombre de Nieve d) los pastores Check Out Questions (05 questions): Please refer to the checkout link.	<i>También celebramos...</i> Activity 02: Choose 5 key Spanish Christmas words you've learned (e.g. <i>el turrón, los villancicos</i>) and write a sentence in Spanish for each to show you understand how they're used.	el Belén – Nativity scene la Nochebuena – Christmas Eve la Nochevieja – New Year's Eve el Día de Navidad – Christmas Day el Día de Reyes – Epiphany (6th January) la misa del gallo – Midnight Mass el turrón – nougat el mazapán – marzipan el roscón de Reyes – King's ring cake las uvas de la suerte – the twelve lucky grapes los villancicos – Christmas carols las luces – lights la comida navideña – Christmas meal brindar – to toast celebrar – to celebrate desear – to wish decorar – to decorate pasar tiempo con la familia – to spend time with family intercambiar regalos – to exchange gifts	Music Listening to Spanish-language songs Media Studies Identifying TV and film genres PSHE Talking about screen time and healthy habits Cultural festivals and how Christmas is celebrated around the world Geography Spanish-speaking countries linked to artists or films Music Christmas carols
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Year 08 Spanish | Topic 3 | In the restaurant

Topic Overview:
 The "In the Restaurant" unit introduces Year 8 students to essential vocabulary, phrases, and cultural practices related to dining out in Spanish-speaking countries. Students learn to order food and drinks, understand menus, express preferences, handle payments, and engage in polite customer interactions. The unit emphasizes listening, speaking, reading, and writing skills in real-life contexts.

Prior & Subsequent Knowledge:
During KS2/Year 7...
 Students are introduced to basic food vocabulary, numbers (for prices), and simple transactional language. They may have practiced role-plays involving greetings, asking for items, and expressing likes/dislikes, which provides a foundation for more specific restaurant interactions.

This topic prepares students for...
 Future units on holidays, travel, and tourism where ordering food and drink is a key survival skill. It also supports their development of conversational Spanish, cultural awareness, and confidence in real-life scenarios. This topic aligns with GCSE themes on daily life, free time, and customs and traditions, laying a foundation for formal assessments and spontaneous speaking tasks.

	Lesson Title	National Curriculum or Specification Link	Declarative Knowledge	Procedural Knowledge	Diagnostic questions for each phase of the lesson.	Push Yourself Activities	Resources Link	Literacy and Oracy	Cross Curricular
Lesson 1	¿Qué te gusta comer y beber?	Develops use of key present tense verbs to express preferences and habits	Vocabulary for common foods and drinks in Spanish	Practise speaking using choral repetition, pair work, and role play activities.	Check Point 01: <u>QUESTION:</u> Translate "I like eating eggs" <u>POSSIBLE ANSWERS:</u> - Me gusta las verduras - Me gusta comer las verduras - Me gusta comer los huevos - Me gusta beber huevos Check Point 02: <u>QUESTION:</u> Select the sentence that is grammatically correct. <u>POSSIBLE ANSWERS:</u> - Me gustan las hamburguesas - Me encanta las hamburguesas - Me gustas las hamburguesas - Me gusto las hamburguesas Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Translate: No me gusta nada la fruta y odio las verduras. ¡Qué asco! Activity 02: Write a review of a restaurant you went to, and mention the food you liked and the food you didn't like.	Slides Check Out Google Form	Key Terminology: ¿Qué te gusta comer/beber? - What do you like to eat / drink? ¿Qué no te gusta comer/beber? - What do you not like to eat / drink? Prefiero... - I prefer... Odio... - I hate... Me gusta(n) (mucho)... - I really like... Me encanta(n)... - I love... No me gusta(n) (nada)... - I do not like ... at all el agua - water el arroz - rice la carne - meat los caramelos - sweets la fruta - fruit las hamburguesas - hamburgers los huevos - eggs la leche - milk el marisco - seafood el pescado - fish el queso - cheese las verduras - vegetables ¡Qué asco! - How disgusting! ¡Qué rico! - How tasty! ¡No, gracias! - No thanks!	English Reading and writing texts about food and drinks, translating menus, and comparing vocabulary and cultural expressions PSHE Discussing healthy eating, balanced diets, and personal choices. Science / Biology Linking food groups, nutrition, and digestion. Maths Using numbers for quantities, prices, or portion sizes. Geography Exploring food origins, local and global cuisines. Design & Technology / Cooking Linking vocabulary to
		Builds topic-specific vocabulary (e.g. food, drink, meals)	Expressions to describe likes, dislikes, preferences, and intensity: <i>Me gusta(n), Me gusta(n) mucho, Me encanta(n), No me gusta(n), No me gusta(n) nada, Prefiero, and Odio</i>	Use vocabulary and phrases to talk about food and drink preferences in conversations.					
		Encourages spoken and written opinions about eating and drinking habits	Gustar is conjugated according to the object, not the subject	Apply the present tense correctly when describing likes, dislikes, and preferences.					
		Enhances listening and reading comprehension through authentic-style texts (e.g. menus, dialogues)	Negative statements use <i>No</i> before the indirect object pronoun to indicate dislikes	Express opinions using phrases such as <i>Me gusta, Me gusta mucho, Me encanta, No me gusta nada, Prefiero, No me gusta.</i>					
		Promotes use of opinion phrases, connectives, and intensifiers	Questions and polite responses: <i>¿Qué te gusta comer/beber?, ¿Qué no te gusta comer/beber?, and ¡No, gracias!</i>	Respond to and ask questions about food and drink preferences in spoken tasks.					
			Exclamations for reactions to taste: <i>¡Qué rico!, ¡Qué asco!</i>	Build short spoken texts with linked ideas and clear structure using relevant vocabulary and expressions.					
			Sentences may include						

		Supports the ability to express and justify personal preferences Encourages spontaneous language use in role plays (e.g. in cafés or restaurants) Introduces cultural content through references to food traditions in Spanish-speaking countries Builds grammatical understanding through use of infinitive constructions and verb conjugations Prepares students for future study by embedding a high-frequency topic from the GCSE syllabus	sequencing or linking words to clarify preferences (e.g., <i>Prefiero beber agua, Me encanta comer fruta</i>)					Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	recipes, ingredients, and meal preparation.
Lesson 2	¿Qué desayunas?	Develops use of the present tense to describe daily routines and habits Builds topic-specific vocabulary (e.g. breakfast foods, drinks, mealtimes) Encourages spoken and written description of typical breakfast habits Enhances listening and reading	Vocabulary for meals and food items in Spanish, including breakfast (<i>desayuno</i>), lunch (<i>comida</i>), snack (<i>merienda</i>), and dinner (<i>cena</i>) Expressions to talk about what you eat and drink: <i>¿Qué desayunas?, Desayuno..., ¿Qué comes?, Como..., ¿Qué cenas?, Ceno..., No desayuno nada, No como..., Nunca como...</i> Talking about meal times using questions and time expressions: <i>¿A qué hora desayunas / comes / cenas?</i>	Practise talking about meals using guided activities, comparing meal times and types of food between Spain and the UK. Apply key grammatical structures, including the present tense, when describing meals. Recap and correctly conjugate regular verbs such as <i>comer, desayunar</i>, and <i>cenar</i>. Use vocabulary for meals and food items in spoken and written tasks.	Check Point 01: <u>QUESTION:</u> ¿Qué desayunas normalmente? <u>POSSIBLE ANSWERS:</u> - Ceno arroz con pollo. - Desayuno tostadas con mantequilla y un café. - Como pasta y ensalada. - Almuerzo pescado con arroz. Check Point 02: <u>QUESTION:</u> Completa el texto. Por la mañana, antes de ir al colegio, siempre tomo algo caliente. Nunca	Activity 01: Create a weekly menu. Activity 02: What is Sergio's favorite food? What is your favorite food?	Slides Check Out Google Form	Key Terminology: ¿Qué desayunas? - What do you eat for breakfast? Desayuno... - For breakfast, I eat / have... café - coffee cereales - cereal churros - churros (doughnut sticks) Cola Cao™ - Cola Coa (a hot chocolate drink similar to Horlicks) té - tea tostadas - toast yogur - yoghurt zumo de naranja - orange juice No desayuno nada. - I do not have anything for breakfast. ¿Qué comes? - What do you eat? Como... - I eat	English Translating texts, reading recipes or menus, and comparing vocabulary and cultural expressions PSHE Healthy eating, balanced breakfast choices, and personal routines Science / Biology Linking nutrients, digestion, and energy from food Maths Using numbers for quantities, prices, and

		comprehension through authentic-style texts (e.g. morning routines, food diaries) Promotes use of sequencing language (e.g. <i>primero, luego, después</i>) and time expressions (e.g. <i>por la mañana</i>) Supports the ability to express and justify opinions about breakfast choices Encourages spontaneous language use in Q&A and role plays (e.g. discussing meals with a partner) Introduces cultural content through comparisons of breakfast customs in Spanish-speaking countries Builds grammatical understanding through regular -AR/-ER/-IR verb conjugations in the present tense Prepares students for future study by embedding core vocabulary and structures relevant at GCSE	Using the past tense to describe meals eaten: <i>Ayer desayuné / comí / cené...</i> Recognizing cultural differences in meal times and types of food consumed in Spain compared to the UK Sentences may include sequencing or linking words and time phrases to describe meals clearly (e.g., <i>ayer, a las 8, a las 2...</i>)	Build short spoken or written texts that compare eating habits in Spain and the UK, using linked ideas and clear structure. .	bebo zumo. Prefiero... <u>POSSIBLE ANSWERS:</u> 1. un bocadillo 2. patatas fritas 3. Cola Cao 4. ensalada Check Out Questions (05 questions): Please refer to the checkout link.			un bocadillo - a sandwich fruta - fruit paella - paella ¿Qué cenas? - What do you eat for your evening meal? Ceno... - For my evening meal, I eat... patatas fritas - chips pescado con arroz - fish with rice pollo con ensalada - chicken with salad No como.../ Nunca como... - I eat / I never eat... ¿A qué hora desayunas / comes / cenas? - At what time do you have breakfast / eat / have dinner? Ayer desayuné / comí / cené...- Yesterday for breakfast I had... / I ate... / for my evening meal I ate... Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	portion sizes Geography Exploring origins of foods and regional breakfast traditions Design & Technology / Cooking Preparing simple breakfast items and understanding ingredients
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Lesson 3	En el restaurante	Develops use of the present tense in transactional conversations	Vocabulary and phrases for a restaurant setting, including greetings, ordering, and asking for the bill (<i>Buenos días, Voy a tomar...</i> , <i>¿La cuenta, por favor?</i>).	Practising transactional language (ordering food, making requests, responding to a waiter).	Check Point 01: <u>QUESTION:</u> El camarero pregunta: "¿Qué va a tomar usted?" ¿Cuál es la mejor respuesta?	Activity 01: Write a dialogue with your partner as if you were in a restaurant.	Slides Check Out Google Form	Key Terminology: Buenos días - Good day ¿Qué va a tomar (usted)? - What are you going to have (one person, polite) ¿Qué van a tomar (ustedes)? - What are you going to have (plural , polite) ¿Y de segundo? - And for your main? ¿Para beber? - To drink? ¿Algo más? - Anything else? Tengo hambre - I am hungry (I have hunger) Tengo sed - I am thirsty (I have thirst) de primer - for a starter de segundo plato - for the main meal de postre - for dessert Voy a tomar... - I am going to have... chuletas de cerdo - pork chops ensalada mixta - mixed salad filete - steak helado de chocolate / fresa / vainilla - chocolate / strawberry / vanilla icecream huevos fritos - fried egg pan - bread pollo con pimientos - chicken with peppers sopa - soup tarta de queso - cheesecake tortilla española - Spanish omelette (with potatoes) cola - coke Nada más, - nothing else gracias - thank you La cuenta, por favor - the bill, please día - day hora - time lugar - place Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Translating menus, reading dialogues, and comparing linguistic structures PSHE Making healthy food choices and understanding balanced meals Science / Biology Linking food groups, nutrition, and digestion Maths Using numbers for prices, bills, and portion sizes Geography Exploring regional foods and restaurant culture in Spanish-speaking countries Design & Technology / Cooking Preparing dishes, following recipes, and understanding ingredients History Comparing dining etiquette and traditions in Spanish-speaking countries
		Builds topic-specific vocabulary (e.g. food items, menus, ordering phrases)	Expressions to order food and drinks, ask for recommendations, and respond to the waiter/waitress (<i>¿Qué va a tomar (usted)?, ¿Qué van a tomar (ustedes)?, ¿Y de segundo?, ¿Para beber?, ¿Algo más?</i>).	Understanding gist and detail in authentic/role-play dialogues (menus, conversations).	<u>POSSIBLE ANSWERS:</u> 1. Tengo sed. 2. La cuenta, por favor. 3. Voy a tomar sopa de primer plato. 4. ¿Para beber?	Activity 02: Translate text 2 into English.			
		Encourages spoken and written interaction in real-life contexts		Interpreting menus, signs, and short authentic texts related to eating out.	Check Point 02: <u>QUESTION:</u> Después de pedir la comida y la bebida, el camarero pregunta: "¿Algo más?" ¿Cuál es la mejor respuesta?				
		Enhances listening and reading comprehension through authentic-style dialogues and menus	Vocabulary for different courses: <i>de primer</i> (starter), <i>de segundo plato</i> (main), <i>de postre</i> (dessert).	Constructing dialogues, role-play scripts, or short messages (e.g. booking a table).	<u>POSSIBLE ANSWERS:</u> 1. Sí, tengo hambre. 2. Nada más, gracias. 3. La cuenta, por favor. 4. ¿Y de segundo?				
		Promotes use of question forms, polite requests, and opinion phrases	Common food and drink items: <i>chuletas de cerdo, ensalada mixta, filete, helado, huevos fritos, pan, pollo con pimientos, sopa, tarta de queso, cola</i> .	Applying strategies to translate menu items or customer requests between English and Spanish.	Check Out Questions (05 questions): Please refer to the checkout link.				
		Supports the ability to express and justify choices when ordering food	Polite phrases for interaction: <i>Nada más, gracias</i> . Describing basic needs: <i>Tengo hambre, Tengo sed</i> .	Developing repair strategies (asking for clarification, rephrasing when not understood).					
		Encourages spontaneous language use in role plays (e.g. waiter/customer scenarios)	Using simple questions and responses to navigate time, place, and ordering in a restaurant context.	Manipulating verbs (querer, poder, tener), polite forms, and questions in real-world contexts.					
		Introduces cultural content through references to eating out in Spanish-speaking countries		Comparing dining conventions and etiquette in Spanish-speaking countries.					
		Builds grammatical understanding through use of							

		modal verbs and formal vs. informal language							
		Prepares students for future study by practising transactional language required at GCSE							
Lesson 4	¿Qué vamos a comprar?	Develops use of the near future tense to talk about planned purchases Builds topic-specific vocabulary (e.g. shops, items, quantities, prices) Encourages spoken and written communication in shopping contexts Enhances listening and reading comprehension through authentic-style texts (e.g. adverts, shop dialogues) Promotes use of question forms, number expressions, and transactional language Supports the ability to express and justify choices when shopping Encourages	Vocabulary for items typically needed for a fiesta, including food and drinks (<i>fajitas, guacamole, quesadillas, aguacates, limonada, tomates, tortillas, cebolla, lechuga, pimienta verde/rojo</i>). Phrases to talk about what you are going to bring or buy: <i>¿Qué vas a traer/comprar?, Voy a traer..., Voy a comprar...</i> Expressions for quantities: <i>una botella de..., 200 gramos de..., un kilo / medio kilo de..., un paquete de...</i> Cultural knowledge about typical Spanish fiestas, with a focus on Mexican parties. Structure of the near future tense in Spanish to describe planned actions: <i>voy a + infinitive, vas a + infinitive</i> (e.g., <i>Voy a comprar, Vas a preparar</i>). Sentences may include sequencing or linking words to describe plans clearly (e.g., what and how much you will bring or buy).	Practising transactional language for shopping (asking for items, quantities, prices). Understanding gist and detail in shop dialogues or market interactions. Interpreting authentic materials such as price tags, receipts, adverts, or store signs. Constructing short dialogues or role-play scripts for shopping scenarios. Applying translation strategies for items, offers, or money-related expressions. Manipulating key structures (ir a + infinitive, querer, necesitar, numbers, quantities). Comparing shopping customs and cultural practices in Spanish-speaking countries.	Check Point 01: <u>QUESTION:</u> Which is the correct formula for the near future tense? <u>POSSIBLE ANSWERS:</u> - Present tense of ser + a + infinitive - Present tense of tener + a + infinitive - Present tense of ir + a + infinitive - Present tense of hacer + a + infinitive Check Point 02: <u>QUESTION:</u> Identify the tense: Llevé fajitas y quesadillas. También compré una botella de limonada y medio kilo de aguacates para guacamole. <u>POSSIBLE ANSWERS:</u> - Present - Preterite - Near future Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: What are you bringing to the party? Write a paragraph. Activity 02: Translate the first paragraph into English.	Slides Check Out Google Form	Key Terminology: ¿Qué vas a traer/comprar? - What are you going to bring / buy? Voy a traer... - I am going to bring... fajitas - fajitas guacamole - guacamole quesadillas - quesadillas (warm / heated sandwich with cheese) Voy a comprar... - I am going to buy... una botella de... - a bottle of... 200 gramos de... - 200 grams of... un kilo/medio kilo de... - a kilo / half a kilo of... un paquete de... - a packet of... aguacates - avocado limonada - lemonade tomates - tomatoes tortillas - tortilla / wrap una cebolla - onions una lechuga - lettuce un pimienta verde/rojo - green / red pepper Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Reading adverts, comparing vocabulary, and translating shopping dialogues PSHE Making informed choices and understanding consumer habits Science / Biology Linking food labels, nutrition, and healthy eating Maths Using numbers for prices, quantities, and budgeting Geography Exploring local and global shopping habits and food origins Design & Technology / Cooking Selecting ingredients and planning simple recipes History Comparing markets, shops, and shopping traditions in Spanish-speaking countries

		spontaneous language use in pair work and role plays (e.g. customer/shopkeeper interactions) Introduces cultural content through references to markets and shopping habits in Spanish-speaking countries Builds grammatical understanding through use of the near future tense and noun-adjective agreement Prepares students for future study by embedding key transactional language required at GCSE							
Lesson 5	Assessment Lesson	Assesses accurate use of present and near future tenses in familiar contexts Reviews and tests topic-specific vocabulary from food, meals, shopping, and restaurant scenarios Evaluates ability to express and justify opinions in spoken and written tasks Tests listening and	Vocabulary for food, drinks, meals, shopping items, and restaurant phrases. Expressions for likes, dislikes, and preferences (<i>Me gusta...</i>, <i>No me gusta...</i>). Question words: <i>¿Qué?</i>, <i>¿Cuánto?</i>, <i>¿Dónde?</i> Structures for expressing plans: <i>Vamos a + infinitive</i> (near future). Present tense for talking about routines, preferences, and orders (<i>desayunas, me</i>	Ask and answer questions about what you eat or drink using present tense. Express likes and dislikes using present tense (<i>Me gusta...</i>, <i>No me gusta...</i>). Make shopping plans or state what you are going to buy using near future (<i>Vamos a comprar...</i>). Order food or drinks in a restaurant using present tense phrases. Give and respond to	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-3 vocabulary	

		reading comprehension through authentic-style stimuli (e.g. dialogues, menus, shop adverts) Reinforces use of key grammatical structures (e.g. verb conjugation, noun-adjective agreement) Promotes spontaneous language use through role plays or unrehearsed Q&A Encourages reflection on cultural understanding related to food, meals, and shopping in Spanish-speaking countries Builds confidence in transactional language, preparing students for real-world interactions Embeds core GCSE-relevant skills and language, supporting progression to future study Provides opportunity to demonstrate integrated skills across the four key areas: listening, speaking, reading, and writing	<i>gusta</i>). Near future (ir a + infinitive) for plans or shopping (<i>Vamos a comprar...</i>). Use of infinitive after modal expressions (<i>quiero + infinitive, vamos a + infinitive</i>). .	information about meals, drinks, and shopping choices.					
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Lesson 6	Try Now	Reinforces use of the present and near future tenses in meaningful contexts	Key phrases: <i>¿Qué vamos a comprar?, ¿Qué desayunas?, ¿Qué te gusta comer y beber?</i>	Talk about what you eat or drink using present tense.	Check Point 01: Not applicable	Activity 01: Not applicable		Key Terminology: Topics 1-3 vocabulary	
		Recaps and consolidates topic-specific vocabulary (food, meals, restaurant, shopping)	Vocabulary for food, drinks, meals, and shopping items.	Express likes and dislikes using present tense.	Check Point 02: Not applicable	Activity 02: Not applicable			
		Encourages spoken and written production through scaffolded tasks	Expressions for preferences: <i>Me gusta..., No me gusta...</i>	Say what you are going to buy or plan to eat using near future.	Check Out Questions (05 questions): Please refer to the checkout link.				
		Enhances listening and reading comprehension using authentic-style resources	Present tense for describing routines, preferences, and meals.	Ask and answer questions about meals, drinks, or shopping.					
		Promotes use of sequencing language, connectives, and opinion structures	Near future (ir a + infinitive) for shopping or food plans.	Give simple information about food and drink preferences.					
		Supports development of confidence in expressing and justifying choices	Infinitive after modal expressions (<i>quiero + infinitive, vamos a + infinitive</i>).						
		Encourages spontaneous language use in paired speaking tasks and mini role plays							
		Revisits cultural references from Spanish-speaking countries related to food and shopping							
		Builds grammatical accuracy through active recall and							

		guided practice Prepares students for assessment by embedding key GCSE-style language skills							
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Year 08 Spanish | Topic 4 | Going Out

- Topic Overview:**
 The "¿Quieres salir?" unit focuses on inviting others to go out, accepting and declining invitations, and discussing activities and plans. Students learn key vocabulary, phrases, and grammatical structures, including the use of "querer" (to want), "poder" (to be able to), and "tener que" (to have to). This unit also introduces time expressions, days of the week, and connectors to structure conversations. By the end of the unit, students will be able to role-play social scenarios, make plans, and communicate their availability.
- Prior & Subsequent Knowledge:**
During KS2/Year 7:
 Students are introduced to basic conversational skills, including greetings, self-introductions, personal preferences (likes/dislikes), and discussing hobbies and free-time activities. They learn foundational vocabulary related to leisure and simple present tense verb conjugations.
- This topic prepares students for:**
 Future learning on giving and justifying opinions, making more complex plans, and using the near future tense ("ir + a + infinitive"). It also builds essential interpersonal communication skills for GCSE role-plays and spoken exams, where students discuss free time, social plans, and making arrangements. This unit provides a platform for more confident, fluid conversations in Spanish.

	Lesson Title	National Curriculum or Specification Link	Declarative Knowledge	Procedural Knowledge	Diagnostic questions for each phase of the lesson.	Push Yourself Activities	Resources Link	Literacy and Oracy	Cross Curricular
Lesson 1	¿Qué te gustaría hacer?	Develops use of the conditional tense to express preferences and desires Builds topic-specific vocabulary related to activities, hobbies, and free time Encourages spoken and written expression of wishes and plans Enhances listening and reading comprehension through authentic-style texts about leisure activities Promotes use of	Vocabulary and phrases for inviting someone out in Spanish, including ¿Te gustaría ir al cine?, ¿Te gustaría ir...?, and ¿Te gustaría venir a mi casa? Common places for invitations: a la bolera, a la cafetería, al centro comercial, al museo, al parque, a la pista de hielo, al polideportivo. Reactions and responses to invitations: De acuerdo, Vale, Muy bien, ¡Genial!, Sí, me gustaría mucho, ¡Ni hablar!, ¡Ni en sueños!, No tengo ganas, ¡Qué aburrido! Understanding question structures for making invitations and responding politely or informally.	Practising language for expressing preferences, future intentions, and making arrangements. Understanding gist and detail in conversations about leisure activities and plans. Interpreting authentic texts such as adverts, posters, or timetables for events. Constructing dialogues or written pieces about what you and others would like to do. Applying translation strategies for expressing likes, dislikes, and conditional structures. Developing strategies to negotiate plans, agree, or	Check Point 01: QUESTION: What does '¿Te gustaría ir?' mean? POSSIBLE ANSWERS: 1. I would like to go 2. Would you like to go? 3. Would he like to go? 4. Would they like to go? Check Point 02: Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Translate - I would like to go to the park. Activity 02: Write a dialogue and use some of the questions.	Slides Check Out Google Form	Key Terminology: Te gustaría ir al cine? - Would you like to go to the cinema? ¿Te gustaría ir...? - Would you like to go...? a la bolera - to the bowling alley a la cafetería - to the café al centro comercial - to the shopping centre al museo - to the museum al parque - to the park a la pista de hielo - to the ice rink al polideportivo - to the sports centre ¿Te gustaría venir a mi casa? - Would you like to come to my house? Reacciones Reactions De acuerdo. All right. Vale. OK. Muy bien. Very good. ¡Genial! Great! Sí, me gustaría mucho - Yes, I'd like that very much ¡Ni hablar! - No way! ¡Ni en sueños! Not a chance!/Not in your wildest	English Reading and writing texts about plans, preferences, and free-time activities PSHE Planning leisure activities and managing free time Science / Biology Linking physical activities to health and well-being Maths Using numbers for time, schedules, and duration of activities Geography Exploring places to visit and activities in different regions

		opinion phrases, justifications, and polite requests Supports spontaneous language use in role plays and Q&A about future plans Introduces cultural content related to leisure and popular pastimes in Spanish-speaking countries Builds grammatical understanding through conditional verb forms and modal verbs Prepares students for future study by embedding key language for discussing preferences and intentions at GCSE	Sentences may include sequencing or linking words to accept, decline, or react to invitations clearly.	disagree politely. Manipulating grammar: conditional forms (<i>gustaría</i>), future structures (<i>ir a + infinitive</i>), and opinion phrases. Comparing leisure activities and social habits in Spanish-speaking countries.				<i>dreams!</i> No tengo ganas. <i>I don't feel like it.</i> ¡Qué aburrido! <i>How boring!</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	
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Lesson 2	¿Dónde quedamos?	Develops use of the near future tense and question forms to arrange plans Builds topic-specific vocabulary related to places, directions, and meeting points Encourages spoken and written communication to organise social activities Enhances listening and reading comprehension through authentic dialogues and messages Promotes use of time expressions and sequencing language for planning Supports spontaneous language use in role plays and Q&A about meeting arrangements Introduces cultural references to common meeting places and social habits in Spanish-speaking countries Builds grammatical understanding through prepositions of place and imperative forms Prepares students	Vocabulary and phrases for arranging meetings in Spanish, including <i>¿Dónde quedamos?</i> and specifying locations (<i>delante de la cafetería, detrás del centro comercial, enfrente del polideportivo, al lado de la bolera, en tu casa</i>). Expressions for asking and giving the time: <i>¿A qué hora?, a las...</i> Telling the time using common phrases: <i>seis, seis y cuarto, seis y media, siete menos cuarto, siete menos diez</i>. Expressions to suggest plans, agree to, or decline invitations. Sentences may include sequencing or linking words to clarify where and when a meeting will take place (e.g., <i>Quedamos delante de la cafetería a las seis y media, Nos vemos en tu casa a las siete menos cuarto</i>).	Practising language for making, accepting, and rejecting arrangements to meet. Understanding gist and detail in dialogues about times, places, and meeting plans. Interpreting authentic texts such as timetables, invitations, or messages. Constructing dialogues or short written exchanges (texts, messages) to arrange a meeting. Applying translation strategies for time expressions, places, and meeting-related phrases. Developing strategies to negotiate alternatives, clarify details, or reschedule. Manipulating grammar: using <i>ir a + infinitive</i>, modal verbs (<i>poder, querer</i>), and time expressions. Comparing social conventions for meeting friends in Spanish-speaking countries.	Check Point 01: <u>QUESTION:</u> What time is it? <u>POSSIBLE ANSWERS:</u> - Es las siete y cuarto. - Son las ocho menos cuarto. - Son menos cuarto las siete. - Son las siete menos cuarto. Check Point 02: <u>QUESTION:</u> What does ‘Quedamos detrás del polideportivo a las doce y media’ mean? <u>POSSIBLE ANSWERS:</u> - We meet next to the coffee shop at half past twelve. - We meet behind the sports center at half past twelve. - We meet behind the bowling alley at half past one. - We meet in front of the sports center at half past twelve. Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Translate: Me gustaría quedar enfrente del cine. Activity 02: Create a similar dialogue, aim high and add reasons!	Slides Check Out Google Form	Key Terminology: ¿Dónde quedamos? - <i>Where do we meet up?</i> delante de la cafetería - <i>in front of the café</i> detrás del centro comercial - <i>behind the shopping centre</i> enfrente del polideportivo - <i>opposite the sports centre</i> al lado de la bolera - <i>next to the bowling alley</i> en tu casa - <i>at your house</i> ¿A qué hora? <i>At what time?</i> a las... <i>at...</i> seis <i>six o'clock</i> seis y cuarto <i>quarter past six</i> seis y media <i>half past six</i> siete menos cuarto <i>quarter to seven</i> siete menos diez <i>ten to seven</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Reading, writing, and translating messages or dialogues to arrange meetings PSHE Planning social interactions and understanding personal safety Science / Biology Linking travel, movement, and health (e.g., walking, cycling) Maths Using numbers for time, distances, and scheduling meetings Geography Exploring locations, maps, and navigation in different areas
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		for future study by embedding practical transactional language relevant at GCSE							
Lesson 3	¿Quieres salir?	Develops use of the present tense and question forms to invite and respond to invitations Builds topic-specific vocabulary related to leisure activities, places, and times Encourages spoken and written communication to make and accept/decline plans Enhances listening and reading comprehension through authentic-style texts (e.g. messages, dialogues) Promotes use of modal verbs, time expressions, and sequencing language Supports spontaneous language use in role plays and Q&A about making arrangements Introduces cultural content about socialising and free-time activities in Spanish-speaking	Vocabulary and phrases for making excuses and declining invitations politely in Spanish, including <i>Lo siento, no puedo, No quiero, No tengo dinero, and No puede salir.</i> Expressions to explain reasons for declining: <i>Tengo que...</i> followed by activities such as <i>cuidar a mi hermano, hacer los deberes, lavarme el pelo, ordenar mi dormitorio, pasear al perro, salir con mis padres.</i> Understanding how to respond politely to invitations (<i>¿Quieres salir?</i>) and provide excuses. Sentences may include sequencing or linking words to explain plans or reasons (e.g., <i>Lo siento, no puedo porque tengo que pasear al perro, No quiero salir, no tengo dinero.</i>).	Practising language for inviting, accepting, and declining invitations. Understanding gist and detail in conversations about social plans and outings. Interpreting authentic texts such as social media messages, adverts, or event posters. Constructing dialogues or short written exchanges to make or respond to invitations. Applying translation strategies for invitations, excuses, and responses. Developing strategies to clarify, suggest alternatives, or negotiate plans. Manipulating grammar: using <i>querer, poder, gustar</i>, and conditional structures for polite invitations. Comparing social habits and conventions for going out in Spanish-speaking countries.	Check Point 01: <u>QUESTION:</u> Which sentence correctly expresses obligation? <u>POSSIBLE ANSWERS:</u> - Tengo un hermano y dos hermanas. - Tengo que estudiar para el examen. - Tengo pollo y tortilla para comer. - Tengo mucha tarea esta semana. Check Point 02: <u>QUESTION:</u> Tú y tus amigos <u>estáis</u> enfrente de la cafetería. ¿Qué <u>váis</u> a hacer? <u>POSSIBLE ANSWERS:</u> - Tenemos que ordenar el dormitorio. - Vamos al cine a ver una película. - Tengo que hacer los deberes. - Tienen una bolera en su casa. Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Write a letter to your friend and mention what you would like to do and what you wouldn't like to do this weekend. Add suggestions.	Slides Check Out Google Form	Key Terminology: Lo siento, no puedo <i>I'm sorry, I can't</i> ¿Quieres salir? <i>Do you want to go out?</i> Tengo que... <i>I have to...</i> cuidar a mi hermano <i>look after my brother</i> hacer los deberes <i>do my homework</i> lavarme el pelo <i>wash my hair</i> ordenar mi dormitorio <i>tidy my room</i> pasear al perro <i>walk the dog</i> salir con mis padres <i>go out with my parents</i> No quiero. <i>I don't want to.</i> No tengo dinero. <i>I don't have any money.</i> No puede salir. <i>He/She can't go out.</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Writing and reading invitations, messages, or dialogues; comparing language structures PSHE Planning social activities and making safe, responsible choices Science / Biology Linking physical activities to health and well-being Maths Using numbers for times, prices, and budgeting for outings Geography Exploring local leisure spots and cultural activities in different regions Design & Technology / Computing Using technology to organise plans, events, or travel

		countries Builds grammatical understanding through use of querer + infinitive and other high-frequency structures Prepares students for future study by embedding key GCSE-style language for social arrangements							
Lesson 4	Lo siento, no puedo.	Develops use of the present tense and common expressions to decline invitations politely Builds topic-specific vocabulary related to social situations and reasons for refusal Encourages spoken and written communication expressing inability or refusal Enhances listening and reading comprehension through authentic dialogues and messages Promotes use of polite phrases, excuses, and justifications Supports spontaneous language use in role plays and Q&A	Vocabulary and structures to express obligations in Spanish, including <i>Tengo que</i> (I have to) and <i>Debo</i> (I should). Common activities used with <i>Tengo que</i>: <i>hacer los deberes, ordenar mi dormitorio, pasear al perro, lavarme el pelo, salir con mis padres, cuidar a mi hermano/a</i>. Expressions for lack of obligation or unwillingness: <i>No tengo dinero, Lo siento, no quiero</i>. Sentences may include sequencing or linking words to explain obligations clearly (e.g., <i>Tengo que hacer los deberes antes de salir con mis padres, Debo pasear al perro después de lavarme el pelo</i>).	Practising language to politely decline invitations and give reasons. Understanding gist and detail in conversations where plans are accepted or refused. Interpreting authentic texts such as messages, emails, or social media posts about plans. Constructing dialogues or short written exchanges to refuse invitations and suggest alternatives. Applying translation strategies for expressing inability, apologies, and alternatives. Developing strategies to clarify meaning, negotiate alternatives, or propose new arrangements. Using grammar: using <i>no puedo, tener que, gustar</i>, and conditional forms to explain reasons politely. Comparing social conventions for declining invitations in	Check Point 01: <u>QUESTION:</u> ¿Por qué no puedes ir a la bolera esta tarde? <u>POSSIBLE ANSWERS:</u> - Porque quiero ir al bolera. - No puedo salir porque es muy divertido. - Porque no puedo, tengo que hacer los deberes. - Porque yo quiero ir al cine. Check Point 02: <u>QUESTION:</u> ¿Por qué no puedes salir a las seis? <u>POSSIBLE ANSWERS:</u> - Porque no quiero salir en las seis, prefiero a las siete. - Porque tengo que cuidar mi hermano a las seis. - Porque tener que lavarme el pelo. - Porque quiero ir de compras. Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Translate: Me gustaría quedar al lado de la bolera. Activity 02: Write 3 sentences using both verbs.	Slides Check Out Google Form	Key Terminology: Tengo que hacer los deberes - <i>I have to do my homework</i> Tengo que ordenar mi dormitorio - <i>I have to tidy up my bedroom</i> Tengo que pasear al perro - <i>I have to walk the dog</i> Tengo que lavarme el pelo - <i>I have to wash my hair</i> Tengo que salir con mis padres - <i>I have to go out with my parents</i> Tengo que cuidar a mi hermano/a - <i>I have to look after my brother/sister</i> No tengo dinero - <i>I have no money</i> Lo siento, no quiero. - <i>I'm sorry, I don't want to</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Writing polite refusals and translating dialogues or messages PSHE Communicating politely, setting boundaries, and managing commitments Science / Biology Linking rest, well-being, and personal limits Maths Using numbers for times, dates, and scheduling conflicts Geography Considering distances and travel when planning activities Design & Technology / Computing Using technology to communicate cancellations or reschedule plans

		about accepting and declining plans Introduces cultural norms around politeness and social etiquette in Spanish-speaking countries Builds grammatical understanding through modal verbs like poder and negative constructions Prepares students for future study by embedding practical language skills relevant at GCSE		Spanish-speaking cultures.					
Lesson 5	Assessment Lesson	Assesses accurate use of present, near future, and conditional tenses in social and planning contexts Reviews and tests vocabulary related to leisure activities, meeting places, invitations, and refusals Evaluates ability to express, accept, and decline invitations with appropriate justifications Tests listening and reading comprehension through authentic-style texts and dialogues about	Vocabulary for social invitations, activities, and places to meet. Expressions of acceptance, refusal, and apology (<i>Lo siento, no puedo, Vale, Sí, me apetece</i>). Question words: <i>¿Qué?</i>, <i>¿Dónde?</i>, <i>¿Cuándo?</i> Structures for invitations: <i>¿Quieres + infinitive?</i>, <i>¿Qué te gustaría + infinitive?</i> Present tense for asking and responding (<i>quieres salir, quedamos</i>). Conditional tense for polite suggestions/preferences (<i>me gustaría...</i>). Use of infinitive after modal expressions (<i>quieres +</i>	Invite someone to do an activity using present tense (<i>¿Quieres salir?</i>). Accept or refuse invitations using present tense or polite expressions (<i>Lo siento, no puedo, Sí, me apetece</i>). Suggest activities or express preferences using conditional tense (<i>Me gustaría ir al cine</i>). Ask and answer about meeting locations using present tense with <i>quedar</i>. Give and respond to simple social plans in Spanish.	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-4 vocabulary Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	

		social arrangements Reinforces use of question forms, polite expressions, and sequencing language Promotes spontaneous language use in role plays and interactive Q&A tasks Encourages reflection on cultural norms of socialising and politeness in Spanish-speaking countries Builds confidence in transactional and social language, preparing students for real-life communication Embeds key GCSE-relevant language structures and vocabulary for social interaction Provides opportunities to demonstrate integrated skills: listening, speaking, reading, and writing	<i>infinitive, te gustaría + infinitive).</i>						
Lesson 6	Try Now	Reinforces use of the present, near future, and conditional tenses in social and planning contexts Recaps and consolidates vocabulary related to activities, meeting places, invitations,	Key phrases: <i>Lo siento, no puedo., ¿Quieres salir?, ¿Dónde quedamos?, ¿Qué te gustaría hacer?</i> Vocabulary for activities and meeting places. Expressions of preference and politeness (<i>Me gustaría..., Sí, me</i>	Invite someone to do something using present tense. Accept or refuse invitations appropriately. Express what you would like to do using conditional tense. Ask and answer where to	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-4 vocabulary	

		and refusals Encourages spoken and written practice through guided and independent tasks Enhances listening and reading skills using authentic-style dialogues and messages Promotes use of polite expressions, question forms, and sequencing language Supports development of confidence in expressing preferences, making plans, and politely declining Encourages spontaneous language use in pair work and role plays (e.g. arranging meetings, accepting/refusing invitations) Revisits cultural aspects of socialising and politeness in Spanish-speaking countries Builds grammatical accuracy through practice of key structures like <i>querer</i> + infinitive, conditional tense, and modal verbs Prepares students for assessment by embedding key	<i>apetece...</i>). Present tense for invitations, arrangements, and locations. Conditional tense for expressing polite preferences. Infinitive after modal expressions (<i>quieres</i> + infinitive, <i>te gustaría</i> + infinitive).	meet using present tense with <i>quedar</i>. Give information about plans and respond to others' suggestions.					
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		GCSE-style language and transactional skills							
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Year 08 Spanish | Topic 5 | Going Out 2

- Topic Overview:**
 The "¿Quieres salir?" unit focuses on inviting others to go out, accepting and declining invitations, and discussing activities and plans. Students learn key vocabulary, phrases, and grammatical structures, including the use of "querer" (to want), "poder" (to be able to), and "tener que" (to have to). This unit also introduces time expressions, days of the week, and connectors to structure conversations. By the end of the unit, students will be able to role-play social scenarios, make plans, and communicate their availability.
- Prior & Subsequent Knowledge:**
During KS2/Year 7:
 Students are introduced to basic conversational skills, including greetings, self-introductions, personal preferences (likes/dislikes), and discussing hobbies and free-time activities. They learn foundational vocabulary related to leisure and simple present tense verb conjugations.
- This topic prepares students for:**
 Future learning on giving and justifying opinions, making more complex plans, and using the near future tense ("ir + a + infinitive"). It also builds essential interpersonal communication skills for GCSE role-plays and spoken exams, where students discuss free time, social plans, and making arrangements. This unit provides a platform for more confident, fluid conversations in Spanish.

	Lesson Title	National Curriculum or Specification Link	Declarative Knowledge	Procedural Knowledge	Diagnostic questions for each phase of the lesson.	Push Yourself Activities	Resources Link	Literacy and Oracy	Cross Curricular
Lesson 1	¿Cómo te preparas?	Develops use of reflexive verbs in the present tense to describe daily routines Builds topic-specific vocabulary related to personal care, routines, and time expressions Encourages spoken and written descriptions of preparation and habits Enhances listening and reading comprehension through authentic-style texts about daily routines Promotes use of sequencing language (e.g.	Vocabulary and phrases for describing how to get ready to go out in Spanish, including <i>¿Cómo te preparas?</i> and <i>¿Cómo te preparas cuando sales de fiesta?</i> Common daily routines and grooming activities: <i>Me baño, Me ducho, Me lavo la cara, Me lavo los dientes, Me visto, Me maquillo, Me peino, Me aliso el pelo, Me pongo gomina</i> Understanding the reflexive verb structure (<i>me + verb</i>) to describe personal actions Sentences may include sequencing or linking words to describe routines clearly (e.g., <i>Primero me ducho, luego me visto y después me peino</i>)	Practising language to describe daily routines, preparations, and habits. Understanding gist and detail in conversations or texts about personal routines. Interpreting authentic materials such as schedules, blogs, or social media posts. Constructing spoken or written descriptions of personal or others' routines. Applying translation strategies for reflexive verbs, time expressions, and sequence phrases. Developing strategies to ask for clarification or give detailed explanations. Using grammar: reflexive verbs (<i>levantarse, vestirse</i>), present tense, adverbs of	Check Point 01: QUESTION: ¿Cómo te preparas para salir de fiesta? POSSIBLE ANSWERS: - Me lavo los dientes, me maquillo y luego me aliso el pelo. - Me baño, me visto y me pongo gomina. - Me ducho, luego me visto y me peino. - Me ducho, me lavo la cara y me pongo pijama. Check Point 02: QUESTION: ¿Cómo te preparas para salir de fiesta? POSSIBLE ANSWERS: - Me lavo los dientes, me maquillo y luego me aliso el pelo. - Me baño, me visto y me pongo gomina. - Me ducho, luego me visto y me peino. - Me ducho, me lavo la cara y me pongo pijama.	Activity 01: Translate Jorge's text into English. Activity 02: Write a schedule about your daily routine; add times, what you normally have for breakfast, clothes...	Slides Check Out Google Form	Key Terminology: ¿Cómo te preparas? <i>How do you get ready?</i> ¿Cómo te preparas cuando sales <i>How do you get ready when you go to a de fiesta? party?</i> Me baño. <i>I have a bath.</i> Me ducho. <i>I have a shower.</i> Me lavo la cara. <i>I wash my face.</i> Me lavo los dientes. <i>I brush my teeth.</i> Me visto. <i>I get dressed.</i> Me maquillo. <i>I put on make-up.</i> Me peino. <i>I comb my hair.</i> Me aliso el pelo. <i>I straighten my hair.</i> Me pongo gomina. <i>I put gel on my hair.</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Reading and writing texts describing routines; translating vocabulary and sequences PSHE Developing personal routines, hygiene, and time management Science / Biology Linking body care, hygiene, and daily health habits Maths Using numbers for time, schedules, and durations Geography Considering local customs and daily routines in different regions Design & Technology / Cooking Planning and preparing meals or daily necessities

		<i>primero, luego, después</i>) and time phrases Supports spontaneous language use in role plays and Q&A about daily habits Introduces cultural content related to daily routines and lifestyles in Spanish-speaking countries Builds grammatical understanding through reflexive verb conjugations and pronouns Prepares students for future study by embedding key vocabulary and grammar for describing routines at GCSE		frequency, and sequence connectors. Comparing daily routines and cultural habits in Spanish-speaking countries.	Check Out Questions (05 questions): Please refer to the checkout link.				
Lesson 2	La ropa. ¿Qué vas a llevar?	Develops use of the near future tense to talk about planned clothing and outfits Builds topic-specific vocabulary related to clothing items, colors, and accessories Encourages spoken and written descriptions of what students will wear and why Enhances listening and reading comprehension	Vocabulary and phrases for talking about clothes and colours in Spanish, including <i>¿Qué vas a llevar?, ¿Qué llevas normalmente los fines de semana?, Voy a llevar..., and Normalmente los fines de semana llevo...</i> Common clothing items: <i>una camisa, una camiseta, un jersey, una sudadera, una falda, un vestido, una gorra, unos pantalones, unos vaqueros, unas botas, unos zapatos, unas zapatillas de deporte.</i> Colours vocabulary: <i>amarillo/a, azul, blanco/a,</i>	Practising language to describe clothing, outfits, and future clothing choices. Understanding gist and detail in conversations or texts about clothing and fashion. Interpreting authentic materials such as adverts, fashion blogs, or store websites. Constructing spoken or written descriptions of what you or others are going to wear. Applying translation strategies for clothing	Check Point 01: QUESTION: ¿Qué vas a llevar esta noche? POSSIBLE ANSWERS: - Normalmente llevo una camiseta y vaqueros. Voy a llevo una falda y unas botas. - Voy a llevar una sudadera y unas zapatillas de deporte. - Llevo un vestido todos los días. Check Point 02: QUESTION: ¿Qué vas a llevar a mi cumpleaños? POSSIBLE ANSWERS: - Voy a llevar unos vaqueros azul y una camiseta verde.	Activity 01: Write a description of what you are wearing. Activity 02: What tense is ‘voy a llevar’? How do we conjugate it?	Slides Check Out Google Form	Key Terminology: ¿Qué vas a llevar? What are you going to wear? ¿Qué llevas normalmente <i>What do you normally wear at weekends?</i> los fines de semana? Normalmente los fines de semana llevo... <i>At the weekend I normally wear...</i> una camisa <i>a shirt</i> una camiseta <i>a T-shirt</i> un jersey <i>a jumper</i> una sudadera <i>a sweatshirt</i> una falda <i>a skirt</i> un vestido <i>a dress</i> una gorra <i>a cap</i> unos pantalones <i>some trousers</i> unos vaqueros <i>some jeans</i> unas botas <i>some boots</i> unos zapatos <i>some shoes</i> unas zapatillas de deporte <i>some trainers</i>	English Reading descriptions, translating clothing vocabulary, and comparing expressions PSHE Choosing appropriate clothing for weather, activity, and safety Science / Biology Linking clothing to temperature regulation and comfort Maths Using numbers for sizes, prices, and quantities

		through authentic-style texts (e.g. shopping dialogues, fashion blogs) Promotes use of opinion phrases, justifications, and sequencing language Supports spontaneous language use in role plays and Q&A about shopping for clothes or dressing for events Introduces cultural content through fashion and clothing customs in Spanish-speaking countries Builds grammatical understanding through noun-adjective agreement and near future verb conjugations Prepares students for future study by embedding relevant GCSE vocabulary and structures related to clothing and plans	<i>gris, marrón, morado/a, naranja, negro/a, rojo/a, rosa, verde, de muchos colores.</i> Expressions to talk about going out and what to wear: <i>¿Vas a salir esta noche?, Voy a ir al/a la..., Voy a llevar...</i> Using sentence structures to combine clothing items with colours (e.g., <i>Voy a llevar una camiseta roja y unos vaqueros azules</i>).	vocabulary, colours, and future expressions. Developing strategies to ask for clarification, give opinions, or suggest alternatives. Using grammar: <i>ir a + infinitive</i> for future plans, adjectives for colour and agreement, and opinion phrases.	2. Voy a llevar una camisa blanca y unos pantalones negros. 3. Voy a llevar unas zapatillas de deporte blanco y un sudadera gris. Check Out Questions (05 questions): Please refer to the checkout link.			¿Vas a salir esta noche? <i>Are you going to go out tonight?</i> Voy a ir a el/a la... <i>I'm going to the...</i> Voy a llevar... <i>I'm going to wear...</i> <u>Los colores Colours</u> amarillo, amarilla <i>yellow</i> azul <i>blue</i> blanco, blanca <i>white</i> gris <i>grey</i> marrón <i>brown</i> morado, morada <i>purple</i> naranja <i>orange</i> negro, negra <i>black</i> rojo, roja <i>red</i> rosa <i>pink</i> verde <i>green</i> de muchos colores <i>multi-coloured</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	Geography Exploring clothing styles, climate considerations, and regional dress Design & Technology / Art Designing outfits, understanding materials, and planning ensembles
Lesson 3	¡Hoy partido!	Develops use of the present tense and near future tense to talk about sports events and plans Builds topic-specific	Vocabulary and phrases for describing sporting events in Spanish using three tenses: present, past, and near future. Present tense is used for	Practising language to talk about sports, events, and plans to attend a match. Understanding gist and detail in conversations, announcements, or texts	Check Point 01: <u>QUESTION:</u> Which tense is each verb? <i>Juego al fútbol, jugué el fin de semana pasado y voy a llevar el uniforme madridista.</i>	Activity 01: Write a paragraph about sports and use the three tenses. Activity 02: Translate the sentences into	Slides Check Out Google Form	Key Terminology: llevar - llevo - llevé - voy a llevar comer - como - comí - voy a comer vivir - vivo - viví - voy a vivir	English Reading sports texts, writing match reports, and translating dialogues PSHE

		vocabulary related to sports, teams, dates, and times Encourages spoken and written narration of sports activities and match arrangements Enhances listening and reading comprehension through authentic-style texts (e.g. match reports, announcements) Promotes use of time expressions and sequencing language Supports spontaneous language use in role plays and Q&A about sports events and schedules Introduces cultural content through popular sports and sporting events in Spanish-speaking countries Builds grammatical understanding through verb conjugations and expressions related to time and events Prepares students for future study by embedding vocabulary and structures commonly used in GCSE sports topics	actions happening now or regularly (e.g., <i>llevo, como, vivo, juego, hago, voy, veo, soy/es</i>). Past tense (preterite) is used for completed actions in the past (e.g., <i>llevé, comí, viví, jugué, hice, fui, vi, fue</i>). Near future tense is used to describe planned or upcoming actions (e.g., <i>voy a llevar, voy a comer, voy a vivir, voy a jugar, voy a hacer, voy a ir, voy a ver, va a ser</i>). Understanding how to conjugate regular and irregular verbs in each tense to describe sporting events. Sentences may include sequencing or linking words to describe what happened, is happening, or will happen (e.g., <i>Ayer jugué al fútbol, hoy juego al baloncesto, mañana voy a jugar al tenis</i>).	about sporting events. Interpreting authentic materials such as match schedules, tickets, or social media posts. Constructing spoken or written descriptions of plans, sporting events, or reactions to games. Applying translation strategies for sports vocabulary, dates, times, and locations. Developing strategies to clarify meaning, express excitement, or explain preferences. Using grammar: <i>ir a + infinitive</i> for future plans, present tense for habitual actions, and opinion phrases.	<u>POSSIBLE ANSWERS:</u> - Juego – Futuro, Jugué – Presente, Voy a llevar – Pretérito - Juego – Presente, Jugué – Pretérito, Voy a llevar – Futuro próximo - Juego – Pretérito, Jugué – Futuro, Voy a llevar – Presente Check Point 02: <u>QUESTION:</u> ¿Cuáles de los siguientes verbos son irregulares? <u>POSSIBLE ANSWERS:</u> - Llevar, comer, vivir - Jugar, llevar, comer - Hacer, ir, ver, ser - Vivir, comer, ser Check Out Questions (05 questions): Please refer to the checkout link.	English.		Jugar - juego - jugué - voy a jugar hacer - hago - hice - voy a hacer ir - voy - iré - voy a ir ver - veo - vi - voy a ver ser - soy (es = it is) - fui (fue = it as) - voy a ser (va a ser = it is going to be) Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	Discussing physical activity, teamwork, and sportsmanship Science / Biology Linking exercise to fitness, health, and the body's energy use Maths Using numbers for scores, timings, and statistics Geography Exploring local and international sports venues and teams Design & Technology / IT Using technology for match analysis, scheduling, or ticketing
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Lesson 4	¡No es justo!	Develops use of expressions to give opinions and express emotions Builds topic-specific vocabulary related to fairness, feelings, and reactions Encourages spoken and written narration of personal experiences and opinions Enhances listening and reading comprehension through authentic-style texts involving conflicts or disagreements Promotes use of justifying opinions and using connectors (e.g. <i>porque, aunque</i>) Supports spontaneous language use in debates, discussions, and role plays expressing disagreement or frustration Introduces cultural content through examples of social issues or common situations in Spanish-speaking countries Builds grammatical understanding	Vocabulary and structures to describe and explain actions using two verbs in Spanish (main verb + infinitive). Expressions of preference, ability, obligation, and desire: <i>Odio hacer..., Prefiero..., Quiero..., Puedo..., Me gustaría..., Tengo que...</i> Common activities used with these structures: <i>hacer los deberes, bailar, salir, visitar, ordenar mi dormitorio, cuidar a mi hermano/a.</i> Understanding the structure: conjugated verb + infinitive to explain what someone likes, can do, wants to do, or has to do. Sentences may include sequencing or linking words to describe and explain problems or plans clearly (e.g., <i>Odio hacer los deberes antes de salir con mis amigos, Tengo que cuidar a mi hermano después de hacer los deberes</i>).	Practising language to express opinions, frustration, or disagreement politely. Understanding gist and detail in conversations, texts, or social media posts expressing emotions. Interpreting authentic materials such as messages, news headlines, or short dialogues. Constructing spoken or written responses to express feelings, justify opinions, or react to situations. Applying translation strategies for opinion phrases, exclamations, and reasons. Developing strategies to clarify meaning, agree or disagree, and respond appropriately. Using grammar: opinion phrases (<i>me parece, es justo / injusto</i>), present tense, and connectors to give reasons.	Check Point 01: <u>QUESTION:</u> Which sentence is incorrect? <u>POSSIBLE ANSWERS:</u> 1. Me encanta hacer deberes. 2. A veces me gusta salir con mis padres. 3. Prefiero bailo que cantar. 4. No quiero ordenar mi dormitorio. Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Translate Miguel's text into English. Activity 02: When was the last time your parents wouldn't allow you to do something? Write about it.	Slides Check Out Google Form	Key Terminology: Odio hacer los deberes <i>hate doing homework</i> Prefiero bailar <i>prefer dancing</i> Quiero salir <i>want to go out</i> Puedo ir <i>can go</i> Me gustaría visitar <i>would like to visit</i> Tengo que ordenar mi dormitorio <i>have to tidy my room</i> Tengo que cuidar a mi hermano/a <i>have to look after my brother/sister</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Writing and reading expressions of opinion; translating phrases for agreement or disagreement PSHE Expressing feelings, managing frustration, and resolving conflicts Science / Biology Linking emotions to physiological responses and stress management Maths Using numbers for scoring, fairness calculations, or comparisons Geography Considering rules and fairness in games or competitions in different regions

		through use of impersonal expressions and subjunctive mood (at higher levels) Prepares students for future study by embedding language for expressing complex opinions and emotions, relevant at GCSE .							
Lesson 5	Assessment Lesson	Assesses use of reflexive verbs in the present tense to describe routines Assesses use of the near future tense to discuss planned clothing and activities Tests vocabulary related to daily routines, clothes, sports, and expressing opinions/emotions Evaluates ability to express and justify opinions and feelings Checks understanding of noun-adjective agreement and sequencing language	Vocabulary for clothes, sports kit, personal care items, daily routine actions. Vocabulary for sports, matches, and related activities. Expressions for frustration or fairness: <i>¡No es justo!</i>, <i>¡Qué injusto!</i>, <i>Me molesta....</i> Question words: <i>¿Qué?</i>, <i>¿Cómo?</i>, <i>¿Cuándo?</i>. Structures for future plans: <i>Voy a + infinitive</i> (near future). Reflexive verbs for routines: <i>me levanto</i>, <i>me ducho</i>, <i>me visto</i>. Present tense for describing routines (<i>me preparo</i>, <i>me pongo la ropa</i>). Near future (<i>ir a + infinitive</i>) for plans or clothing choices (<i>Voy a llevar...</i>). Reflexive verb conjugations for first and third person.	Describe what you are wearing or going to wear using near future (<i>Voy a llevar...</i>). Talk about how you get ready using reflexive verbs in present tense. Express feelings about fairness or events using opinion phrases. Discuss sports events or matches using present tense for schedules/actions. Ask and answer questions about routines, clothing, or plans.	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-5 vocabulary	

		Assesses listening and reading comprehension through authentic-style texts Promotes spoken interaction through role plays and discussions Encourages accurate written communication using key grammar and vocabulary Embeds cultural knowledge related to lifestyle, fashion, sports, and social attitudes in Spanish-speaking countries Prepares students for GCSE-style language tasks involving description, narration, and argumentation	Expressions of opinion or feelings (<i>Me gusta...</i>, <i>Me molesta...</i>).						
Lesson 6	Try Now	Reinforces use of reflexive verbs in the present tense to describe daily routines Consolidates near future tense for discussing plans about clothing and activities	Key phrases: <i>¿Qué vas a llevar?</i>, <i>¿Cómo te preparas?</i>, <i>¡Hoy partido!</i>, <i>¡No es justo!</i>. Clothing and accessory vocabulary. Reflexive verbs for daily routine actions. Expressions of preference,	Describe what you are going to wear using near future. Describe your preparation routine using reflexive verbs in present tense. Express opinions or frustration about events using opinion phrases.	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-5 vocabulary	

		Recaps vocabulary related to routines, clothing, sports, and opinions/emotions Encourages spoken and written practice expressing opinions and justifications Develops listening and reading skills with authentic-style texts and dialogues Promotes use of sequencing language and connectors in speaking and writing Supports spontaneous language use in pair work and role plays (e.g., planning, debating) Revisits cultural content related to lifestyle, fashion, sports, and social attitudes Builds grammatical accuracy through guided practice of key structures Prepares students for assessment by embedding GCSE-relevant language and skills	opinion, or emotion (<i>Me gusta...</i>, <i>Me molesta...</i>). Present tense for describing routines, current actions, and feelings. Near future (ir a + infinitive) for talking about clothing choices or plans. Reflexive verb conjugations.	Answer questions about clothing, routines, or events using present tense and near future. .					
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Year 08 Spanish | Topic 6 | Future Holidays

Topic Overview:
 In this unit, Year 8 students will learn to discuss future holidays using the simple future tense. They will describe holiday destinations, activities, travel methods, and accommodation. Emphasis will be placed on vocabulary expansion, grammatical accuracy, and the use of time markers to sequence events. Students will develop listening, speaking, reading, and writing skills through role-plays, comprehension tasks, and creative writing.

Prior & Subsequent Knowledge:
During KS2/Year 7...
 Students were introduced to basic holiday-related vocabulary and practiced the present tense to discuss everyday activities and trips. In Year 8 Term 1, they explored past holidays, focusing on the preterite tense and narrative skills. This foundation allows them to recognize and contrast time frames, supporting the transition to discussing future events.

This topic prepares students for...
 The development of complex sentence structures and the ability to narrate across different tenses. It lays the groundwork for mastering the conditional tense and hypothetical scenarios in Year 9, essential for GCSE preparation. It also enhances cultural awareness of Spanish-speaking holiday destinations and customs.

	Lesson Title	National Curriculum or Specification Link	Declarative Knowledge	Procedural Knowledge	Diagnostic questions for each phase of the lesson.	Push Yourself Activities	Resources Link	Literacy and Oracy	Cross Curricular
Lesson 1	¿Qué casa prefieres?	Develops use of present tense and expressions of preference and opinion	Vocabulary to describe houses and flats, including adjectives for size, style, and terms for key rooms and features.	Practising language to express preferences, likes, and dislikes about houses or accommodation.	Check Point 01: <u>QUESTION:</u> What sentence is correct? <u>POSSIBLE ANSWERS:</u> - Esta casa es más bonito que la otra. - Este piso es menos moderno y de mi madre. - Esta casa es muy más grande. - Este piso es más antiguo que el mío. Check Point 02: <u>QUESTION:</u> What sentence is NOT correct? <u>POSSIBLE ANSWERS:</u> - En la casa hay más cómoda que el piso. - Esta casa tiene más dormitorios y hay una piscina. - En la casa hay un jardín y una terraza con vistas al mar.	Activity 01: What house do you prefer? Justify your response. Activity 02: What do you think the rooms are like? Add adjectives to your description.	Slides Check Out Google Form	Key Terminology: ¿Qué casa prefieres? <i>Which house do you prefer?</i> Esta casa es... <i>This house is...</i> Este piso es... <i>This flat is...</i> amplio, amplia <i>spacious</i> antiguo, antigua <i>old</i> bonito, bonita <i>nice</i> cómodo, cómoda <i>comfortable</i> feo, fea <i>ugly</i> grande <i>big</i> maravilloso, maravillosa <i>marvellous</i> moderno, moderna <i>modern</i> pequeño, pequeña <i>small</i> La casa/El piso está <i>The house/The flat is...</i> cerca de la playa <i>near the beach</i> en el centro <i>in the centre</i> en la montaña <i>in the mountains</i> La casa <i>The house</i> Tiene... <i>It has...</i> una cocina <i>a kitchen</i> un comedor <i>a dining room</i> un cuarto de baño <i>a bathroom</i> un dormitorio <i>a bedroom</i> un salón <i>a living room</i> una chimenea <i>a fireplace</i> un jacuzzi <i>a hot tub</i>	English Reading and writing descriptions of homes; translating comparative language PSHE Discussing personal preferences, comfort, and living environments Science / Biology Linking housing to environmental conditions, hygiene, and well-being Maths Using numbers for measurements, prices, and budgeting Geography Exploring types of housing and regional differences in Spanish-speaking countries Design & Technology / Art
		Builds topic-specific vocabulary related to types of houses, rooms, and furniture	Expressions for location and views (<i>cerca de la playa, en el centro, en la montaña, vistas al mar</i>).	Understanding gist and detail in conversations or texts about housing options.					
		Encourages spoken and written descriptions comparing different homes	Comparative structures: <i>más... que..., menos... que...</i>	Interpreting authentic materials such as property adverts, descriptions, or online listings.					
		Enhances listening and reading comprehension through authentic-style texts (e.g., house adverts, descriptions)	Giving opinions and reasons: <i>Prefiero... porque...</i>	Constructing spoken or written descriptions comparing houses or expressing preferences.					
		Promotes use of comparative and	Sentences may include sequencing or linking words to compare and justify preferences.	Applying translation strategies for vocabulary related to rooms, furniture, and qualities of a home.					

		superlative structures Supports spontaneous language use in role plays and Q&A about housing preferences Introduces cultural content related to housing styles and living arrangements in Spanish-speaking countries Builds grammatical understanding through adjective agreement and use of comparatives/superlatives Prepares students for future study by embedding vocabulary and structures relevant at GCSE		Using grammar: comparative and superlative forms, <i>preferir, gustar</i>, and opinion phrases.	4. Esta casa tiene menos ventanas que el piso. Check Out Questions (05 questions): Please refer to the checkout link.			un jardín <i>a garden</i> una piscina <i>a swimming pool</i> una terraza <i>a balcony, a terrace</i> vistas al mar <i>views of the sea</i> más... que... <i>more... than...</i> menos... que... <i>less... than...</i> Prefiero... <i>I prefer...</i> porque <i>because</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	Planning, designing, or describing homes and interiors
Lesson 2	¿Qué se puede hacer en...?	Develops use of impersonal constructions (e.g., <i>se puede + infinitive</i>) to talk about possibilities and activities Builds topic-specific vocabulary related to places, activities, and leisure Encourages spoken and written communication describing what can be done in different	Vocabulary and infinitive verbs to describe holiday activities in Spanish (e.g., sports, leisure, and cultural activities). Expressions to ask and describe what can be done: <i>¿Qué se puede hacer en...?, Se puede(n)...</i> Understanding the structure: conjugated verb + infinitive to describe activities. Sentences may include sequencing or linking words to explain activities clearly	Practising language to ask about and describe activities available in different places. Understanding gist and detail in conversations, guides, or texts about locations and attractions. Interpreting authentic materials such as tourist brochures, websites, or maps. Constructing spoken or written descriptions of what can be done in a town, city, or region.	Check Point 01: <u>QUESTION:</u> Choose the correct sentence. <u>POSSIBLE ANSWERS:</u> - Se pueden ir al cine y jugar al golf. - Se puede hacer actividades náuticas y ver la catedral. - Se puede ir a la playa y visitar un castillo. - Se pueden ir de paseo en bicicleta y ir de compras. Check Point 02: <u>QUESTION:</u> Which of these sentences correctly uses the superlative?	Activity 01: Can you extend the sentences with an opinion phrase about each activity? Imagine you are trying to persuade people to visit. Activity 02: Imagine that you have been to Barcelona. Describe the city and use at least 2 comparisons and 2 superlatives.	Slides Check Out Google Form	Key Terminology: ¿Qué se puede hacer en...? <i>What can you do in...?</i> Se puede(n)... <i>You can...</i> hacer senderismo <i>go hiking</i> hacer actividades náuticas <i>do water sports</i> hacer artes marciales <i>do martial arts</i> ir a la bolera <i>go bowling</i> ir al cine <i>go to the cinema</i> ir de compras <i>go shopping</i> ir de paseo en bicicleta <i>go on a bike ride</i> ir a la playa <i>go to the beach</i> ir al restaurante <i>go to the restaurant</i> jugar al golf <i>play golf</i> jugar al voleibol <i>play volleyball</i> jugar al tenis <i>play tennis</i> ver la catedral <i>see the cathedral</i>	English Reading and writing texts about activities; translating descriptions and recommendations PSHE Discussing leisure activities and making healthy lifestyle choices Science / Biology Linking physical or mental activities to well-being Maths Using numbers for times, costs, and quantities of

		locations Enhances listening and reading comprehension through authentic-style texts (e.g., tourist guides, adverts) Promotes use of modal verbs and expressions of ability/possibility Supports spontaneous language use in role plays and Q&A about leisure options Introduces cultural content through descriptions of popular activities and places in Spanish-speaking countries Builds grammatical understanding through impersonal se and modal verb structures Prepares students for future study by embedding key language used in descriptive and transactional contexts at GCSE	(e.g., <i>En mis vacaciones puedo ir a la playa y hacer senderismo</i>).	Applying translation strategies for vocabulary related to places, activities, and recommendations. Developing strategies to ask for clarification, give suggestions, or compare options. Using grammar: impersonal <i>se puede + infinitive</i>, modal verbs (<i>poder</i>), and opinion phrases.	<u>POSSIBLE ANSWERS:</u> - Es el castillo más antiguo que España. - Es el museo más famoso que en el país. - Es la casa más grande de la ciudad. - Es la catedral más bonito de la ciudad. Check Out Questions (05 questions): Please refer to the checkout link.			visitar un castillo <i>visit a castle</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	activities Geography Exploring places, attractions, and regional activities in Spanish-speaking countries Design & Technology / Art Planning or creating recreational or tourist activities
Lesson 3	¿Dónde está?	Develops use of prepositions of place to describe locations Builds topic-specific vocabulary related	Vocabulary and phrases for asking and giving directions in Spanish (e.g., locations, landmarks, and basic directional instructions). Expressions to ask where	Practising language to ask for and give directions, locations, and landmarks. Understanding gist and detail in dialogues, maps, or announcements about places.	Check Point 01: <u>QUESTION:</u> Which of these sentences is written correctly and uses directions correctly? <u>POSSIBLE ANSWERS:</u> ¿Dónde está el parque	Activity 01: Translate: Excuse me, where is the zoo? Go straight ahead, then take the first right. Cross the square, and it's on the left.	Slides Check Out Google Form	Key Terminology: ¿Dónde está...? <i>Where is...?</i> la catedral <i>the cathedral</i> la estación de tren <i>the railway station</i> el minigolf <i>the minigolf</i> el parque acuático <i>the water park</i>	English Reading maps, directions, and texts; translating location phrases PSHE

	to places, landmarks, and directions Encourages spoken and written responses to questions about location Enhances listening and reading comprehension through authentic-style texts and maps Promotes use of question forms and descriptive language for giving directions Supports spontaneous language use in role plays and Q&A about finding and describing places Introduces cultural content through famous locations and landmarks in Spanish-speaking countries Builds grammatical understanding of prepositions and spatial expressions Prepares students for future study by embedding practical language for describing location relevant at GCSE	something is: <i>¿Dónde está...?</i> Expressions to give directions: <i>Sigue todo recto, Dobla a la derecha, Dobla a la izquierda, Toma la primera a la derecha, Toma la segunda a la izquierda, Cruza la plaza.</i> Expressions to indicate location: <i>Está a la derecha, Está a la izquierda</i> Understanding how to structure sentences to combine directions and locations clearly (e.g., <i>La catedral está a la derecha después de cruzar la plaza.</i>).	Interpreting authentic materials such as maps, signs, or travel guides. Constructing spoken or written exchanges to ask for and explain locations. Applying translation strategies for prepositions, location vocabulary, and directional phrases. Developing strategies to clarify meaning, confirm directions, or repeat instructions. Using grammar: prepositions of place, <i>estar</i>, and imperatives for directions.	acuático? Está toma la primera a la derecha. - Dobla a la izquierda, cruza la plaza y está a la derecha. - Sigue todo recto, está dobla a la derecha y toma el tren. Check Point 02: <u>QUESTION:</u> Complete the sentence: Para llegar al parque de atracciones, tienes que... <u>POSSIBLE ANSWERS:</u> - está a la derecha y zoo - tomar la piscina de la izquierda - sigue la catedral más bonita - seguir todo recto y doblar a la derecha Check Out Questions (05 questions): Please refer to the checkout link.	Activity 02: Choose 2 locations from your own map and write directions in Spanish from one place to the other.	el parque de atracciones <i>the theme park</i> la pista de karting <i>the go-kart track</i> el zoo <i>the zoo</i> Sigue todo recto. <i>Keep straight on.</i> Dobla a la derecha. <i>Turn right.</i> Dobla a la izquierda. <i>Turn left.</i> Toma la primera a la derecha. <i>Take the first on the right.</i> Toma la segunda a la izquierda. <i>Take the second on the left</i> Cruza la plaza <i>Cross the square</i> Está a la derecha. <i>It's on the right.</i> Está a la izquierda. <i>It's on the left.</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	Developing spatial awareness and personal safety when navigating places Science / Biology Linking movement, travel, and orientation to physical well-being Maths Using numbers for distances, coordinates, and travel times Geography Reading maps, understanding locations, and exploring regional layouts
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Lesson 4	Campamentos de verano	Develops use of the present and near future tenses to describe activities and plans Builds topic-specific vocabulary related to summer camps, activities, and outdoor experiences Encourages spoken and written narration of camp experiences and intentions Enhances listening and reading comprehension through authentic-style texts (e.g., camp brochures, testimonials) Promotes use of sequencing language and expressions of opinion Supports spontaneous language use in role plays and discussions about camp choices and experiences Introduces cultural content about summer camp traditions and activities in Spanish-speaking countries Builds grammatical understanding through verb	Vocabulary and phrases for describing summer camp activities and accommodation in Spanish. Expressions to talk about likes, dislikes, and preferences: <i>Me gusta...</i>, <i>Me encanta...</i>, <i>Me gustaría mucho...</i>, <i>Me encantaría...</i> Using present, past, and near future tenses to describe activities: present (<i>hago senderismo</i>), past (<i>hice senderismo</i>), near future (<i>voy a hacer senderismo</i>). Time expressions to indicate when activities took place or will take place: <i>ayer, el fin de semana pasado, el verano pasado, el año pasado, hace dos años, hoy, mañana, este fin de semana, el verano que viene, el año que viene</i>. Understanding how to structure sentences to combine activities, opinions, and time expressions clearly (e.g., <i>El verano pasado hice surf y me encantó, Mañana voy a montar a caballo y me gustaría mucho</i>).	Practising language to describe summer camp activities, preferences, and experiences. Understanding gist and detail in conversations, brochures, or emails about camps. Interpreting authentic materials such as camp websites, schedules, or promotional texts. Constructing spoken or written descriptions of camp plans, past experiences, or recommendations. Applying translation strategies for activity vocabulary, time expressions, and opinions. Developing strategies to clarify meaning, ask questions, or compare experiences. Using grammar: <i>ir a + infinitive</i>, past tense (<i>pretérito perfecto / indefinido</i>), and opinion phrases.	Check Point 01: <u>QUESTION:</u> ¿Qué actividad NO te gustaría hacer en un campamento de verano? <u>POSSIBLE ANSWERS:</u> - Aprender inglés - Ir a la playa - Hacer los deberes - Hacer senderismo Check Point 02: <u>QUESTION:</u> Complete the sentence: El verano pasado fuimos al campamento y _____ a caballo en el bosque. ¡_____ increíble! <u>POSSIBLE ANSWERS:</u> - monto - Fue - voy a montar - Va a ser - montamos - Fue - monté - Fue Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Write your opinion about 3 of these activities. Activity 02: Write a blog entry about each day you spent at a summer camp last year.	Slides Worksheet Differentiated Worksheet Check Out Google Form	Key Terminology: bailar <i>to dance</i> cantar <i>to sing</i> hacer clases de coreografía <i>to take choreography classes</i> hacer escalada <i>to go climbing</i> ir de pesca <i>to go fishing</i> hacer senderismo <i>to go hiking</i> montar a caballo <i>to ride a horse</i> aprender inglés <i>to learn English</i> hacer excursiones <i>to go on excursions</i> ir a la playa <i>to go to the beach</i> hacer surf <i>to surf</i> hacer vela <i>to sail</i> Opiniones <i>Opinions</i> Me gusta... <i>I like...</i> Me encanta... <i>I love...</i> Me gustaría mucho... <i>I would really like...</i> Me encantaría... <i>I would love...</i> Expresiones de tiempo <i>Time expressions</i> ayer <i>yesterday</i> el fin de semana pasado <i>last weekend</i> el verano pasado <i>last summer</i> el año pasado <i>last year</i> hace dos años <i>two years ago</i> hoy <i>today</i> mañana <i>tomorrow</i> este fin de semana <i>this weekend</i> el verano que viene <i>next summer</i> el año que viene <i>next year</i> Palabras muy frecuentes <i>High-frequency words</i> bastante <i>quite</i> donde <i>where</i> esta, este <i>this</i> está <i>it is</i> muy <i>very</i> también <i>also, too</i> Literacy: Spellings of new words Oracy: Spanish Phonics Choral repetition	English Reading schedules, writing about experiences, and translating texts PSHE Discussing teamwork, social skills, and outdoor safety Science / Biology Linking physical activities, exercise, and health benefits Maths Using numbers for schedules, costs, and activity durations Geography Exploring locations, landscapes, and regional environments for camps Design & Technology / Art Planning and creating camp activities, equipment, or projects
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		conjugations and modal verbs for expressing plans and preferences Prepares students for future study by embedding vocabulary and structures relevant at GCSE							
Lesson 5	Assessment Lesson	Assesses accurate use of prepositions of place and location vocabulary Tests understanding and use of impersonal constructions (e.g., <i>se puede + infinitive</i>) for describing possibilities Evaluates ability to express preferences and opinions using comparative structures Assesses use of present and near future tenses to describe activities, plans, and experiences Reviews topic-specific vocabulary related to places, housing, activities, and summer camps Checks listening and reading comprehension through authentic-style texts	Vocabulary for houses, rooms, furniture, camp activities, and places. Prepositions of place (<i>encima de, al lado de, entre, cerca de, lejos de</i>). Descriptive adjectives (<i>grande, pequeño, bonito, divertido, aburrido</i>). Structures for preference: <i>Prefiero ... / Me gusta más...</i> Structures for possibility: <i>Se puede + infinitive</i> . Structures for location: <i>Está/Están + preposition</i> . Present tense (<i>prefiero, me gusta, se puede, está</i>). Near future (<i>ir a + infinitive</i>) (<i>Voy a hacer, vamos a ir</i>). Comparatives (<i>más... que / menos... que</i>).	Express and compare preferences between houses or camps using the present tense (<i>Prefiero ..., Me gusta más...</i>). State what activities can be done in a place using the present tense with <i>se puede</i> . Ask and answer about the location of objects/places using the present tense of <i>estar</i> with prepositions. Justify choices with reasons using adjectives in the present tense (<i>Es grande, es divertido</i>). Describe future plans for camp activities using the near future (<i>ir a + infinitive</i>).	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-6	

		(e.g., maps, brochures, descriptions) Promotes spoken interaction through role plays and discussions (e.g., giving directions, describing activities, expressing preferences) Encourages accurate written communication using key grammar and vocabulary Embeds cultural knowledge related to geography, lifestyle, housing, and leisure activities in Spanish-speaking countries Prepares students for GCSE-style tasks involving description, narration, and transactional language							
Lesson 6	Try Now	Reinforces use of prepositions of place and location vocabulary Consolidates impersonal constructions (e.g., <i>se puede + infinitive</i>) to describe activities and possibilities Recaps vocabulary related to housing preferences, places, activities, and summer camps	Key expressions: <i>¿Dónde está...?, Está..., Se puede..., Prefiero....</i> Vocabulary for houses, camps, activities, and places in town. Descriptive adjectives to give opinions. Present tense for descriptions, preferences, and locations. Near future (<i>ir a + infinitive</i>) to talk about camp plans/activities.	Express personal preferences and opinions using the present tense (<i>Prefiero esta casa porque...</i>). State what can be done in a place using <i>se puede + infinitive</i> in the present tense. Plan or role-play camp activities using the near future (<i>Voy a nadar, vamos a acampar</i>). Make choices and justify them using comparatives	Check Point 01: Not applicable Check Point 02: Not applicable Check Out Questions (05 questions): Please refer to the checkout link.	Activity 01: Not applicable Activity 02: Not applicable		Key Terminology: Topics 1-6 vocabulary	

		Encourages spoken and written practice expressing preferences and descriptions Develops listening and reading skills using authentic-style texts (e.g., maps, adverts, descriptions) Promotes use of comparative structures and sequencing language in speaking and writing Supports spontaneous language use in pair work and role plays (e.g., giving directions, recommending activities, comparing homes) Revisits cultural content related to geography, housing, and leisure in Spanish-speaking countries Builds grammatical accuracy through guided practice of key structures Prepares students for assessment by embedding GCSE-relevant language and skills	Comparatives for making choices (<i>más... que</i>).	(<i>Este campamento es más divertido que...</i>).					
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