



Golden Threads

Adjectives need to agree with the subject they describe in gender and number.

A regular verb can be conjugated by finding its stem and applying a series of endings depending on the subject.

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>¿Cómo eres? ¿Cómo es?</p> <p>What are you like? What is he/she/ it like?</p> <p>Focus on description of others</p> <ul style="list-style-type: none"> Key vocabulary for pets and colours Forming opinions in Spanish using impersonal verbs Higher-level adjectives for describing pets the verb 'tener' in the present tense Verbs in multiple tenses: imperfect tense (era, tenía, se llamaba) conditional tense (me gustaría tener) Complex opinion phrases (creo que, pienso que) Cultural unit on the Mexican tradition of 'El día de los muertos.' 	<ul style="list-style-type: none"> Describe pets in detail using a range of adjectives and details. Describe both past, present and future pets using a range of tenses Opinions about pets and animals in general To be able to describe some traditions and vocabulary associated with 'El Día de los muertos' 	<p>Knowledge Quiz</p> <p>Week 5 of term 1</p> <p>Students will need to translate 4 words in Spanish, conjugate a key verb, and complete 4 sentence-level translations</p>	<ul style="list-style-type: none"> Incorrect adjectival agreement (Las serpientes son peligroso) Incorrect forms of 'ser' used: (Mis perros es monos.) Confusion when using verbs in multiple tenses 	<p>Adjectives</p> <p>Adjectival agreement</p> <p>Subject</p> <p>Verb</p> <p>Imperfect tense</p> <p>Conditional tense</p> <p>Conjugation</p> <p>Connectives</p> <p>Intensifiers</p> <p>Frequency phrases</p> <p>Plural</p> <p>Singular</p> <p>Opinion</p> <p>Justification</p> <p>Impersonal verbs</p>	<p>This term continues work begun in year 7 on writing a description about another subject in Spanish. The key verbs ser and tener will be retrieved and students' knowledge of these verbs will be extended to include multiple tenses.</p> <p>Students will continue learning how to make their language more complex using a range of structures.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p>Cómo eres? ¿Cómo es? What are you like? What is he/she/ it like?</p> <p>Focus on description of self and others</p> <ul style="list-style-type: none"> Comparatives in Spanish (más...que, menos...que, tan... como) Key vocabulary describing hair types and colour, eye colour and special features the verbs 'tener' and 'ser' in the present tense 	<ul style="list-style-type: none"> Write comparative sentences about people and pets Describe their physical appearance as well as the physical appearance of others 	<p>Listening, Reading and writing Assessment Week 4 of Term 2</p> <p>Students will need to complete a listening about other peoples' pets, complete a reading comprehension and write a text about their pets.</p>	<p>Incorrect word order (Tengo los azules ojos.</p> <p>Incorrect adjectival agreement (Tengo los ojos azul.) / Mi madres es más simpático que mi padre.</p> <p>Incorrect use of the verb 'tener.'</p>	<p>Comparatives</p> <p>Adjectives</p> <p>Adjectival agreement</p> <p>Subject</p> <p>Verb</p> <p>Conjugation</p> <p>Plural</p> <p>Singular</p> <p>Opinion</p> <p>Justification</p> <p>Impersonal verbs</p>	<p>Students will focus on using comparatives to make their description of others more interesting. Students have learned how to describe others' personalities in year 7 and they will now learn how to describe them physically.</p>
Term 3	<p>¿Cómo eres? ¿Cómo es? What are you like? What is he/she/ it like?</p> <p>Focus on description of self and others</p> <p>La comida Food</p> <ul style="list-style-type: none"> Comparatives in Spanish (más...que, menos...que, tan... como) Key vocabulary describing hair types and colour, eye colour and special features Key vocabulary on describing body type and height the verbs 'tener' and 'ser' in the present tense Key vocabulary related to different types of cuisine Key vocabulary to describe breakfast habits Regular –AR verbs in the present tense Regular –ER verbs in the present tense 	<ul style="list-style-type: none"> Write comparatives sentences about different animals based on body type Write comparative sentences about different types of food Conjugate regular –AR verbs in the present tense to describe the eating habits of themselves and others at breakfast 	<p>Knowledge Quiz</p> <p>Week 3 of Term 3</p> <p>Students will need to translate 4 words in Spanish, conjugate a key verb, and complete 4 sentence-level translations</p>	<p>Incorrect adjectival agreement (La comida india es más delicioso que la comida italiana)</p> <p>Confusion about conjugation: Applying the rules of adjectival agreement to verbs i.e. Mi hermano desayuno tostadas</p>	<p>Regular verb</p> <p>Frequency Phrases</p> <p>Stem</p> <p>Comparatives</p> <p>Adjectives</p> <p>Adjectival agreement</p> <p>Subject</p> <p>Verb</p> <p>Conjugation</p> <p>Plural</p> <p>Singular</p> <p>Opinion</p> <p>Justification</p>	<p>Students will retrieve and extend their knowledge of using a comparative by learning how to use tan.. como (as...as). Students will continue to grow in confidence when using and applying adjectival agreement. They will retrieve their knowledge of the conjugation of –AR verbs from year 7 and learn how to apply their knowledge of present tense conjugation of –ER verbs in order to describing their eating habits in more detail.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 4	<p>La comida Food</p> <p>En el restaurante In the restaurant</p> <ul style="list-style-type: none"> Key vocab to describe fruits, vegetable and eating habits in general Regular –ER verbs in the present tense Using negative expressions in Spanish (nunca, nada, no...ni..ni) Impersonal verbs to vary opinions (me chifla(n), me repugna(n)) Modal verbs (Quiero) The verb ‘ir’ and the Immediate future tense 	<ul style="list-style-type: none"> Describe their eating habits and the habits of others -Improve their knowledge of local cuisine in Spain and Latin America -Order food in a restaurant 	<p>Phonics assessment</p> <p>Week 3 of Term 4</p> <p>Students will apply their knowledge of phonics to new and unfamiliar words to demonstrate their awareness of sound-spelling correspondence</p>	<p>Confusion about conjugation: Applying the rules of adjectival agreement to verbs i.e. Mi hermano como tostadas</p> <p>Incorrect translation of negative structures from Spanish to English as there is not concept of a double negative in Spanish: No como nunca la carne (I don’t never eat meat)</p> <p>Incorrect application of impersonal verbs: Me repugna los tacos</p> <p>Omission of ‘a’ in the immediate future tense: Voy tomar paella.</p>	<p>Regular verb</p> <p>Frequency Phrases</p> <p>Stem</p> <p>Subject</p> <p>Verb</p> <p>Conjugation</p> <p>Plural</p> <p>Singular</p> <p>Modal Verb</p> <p>-mmediate future tense</p>	<p>Students will continue to build their knowledge of present tense verbs and conjugation to give them more autonomy when speaking about themselves and others in Spanish. Students will begin to learn the immediate future tense to order food in Spanish and to speak in a new time frame.</p>
Term 5	<p>En el restaurante In the restaurant</p> <p>Mis gustos: La música y el cine My tastes: Music and cinema</p> <ul style="list-style-type: none"> Modal verbs (Quiero) The verb ‘ir’ and the Immediate future tense Regular –AR verbs (tocar) with prepositions desde and desde hace Key vocabulary to describe instruments and music types 	<ul style="list-style-type: none"> Order food in a restaurant in Spanish Describe their tastes with music Describe which instruments they play and for how long they have been playing them 	<p>Transcription and Translation Assessment</p> <p>Week 3 of Term 5</p> <p>Students will complete a transcription of a spoken text in Spanish. Students will translate a text on the topic of food and restaurants.</p>	<p>Omission of ‘a’ in the immediate future tense: Voy tomar paella.</p> <p>Incorrect conjugations of regular –AR verbs</p>	<p>Regular verb</p> <p>Frequency Phrases</p> <p>Stem</p> <p>Subject</p> <p>Verb</p> <p>Conjugation</p> <p>Plural</p> <p>Singular</p> <p>Modal Verb</p> <p>Immediate future tense</p> <p>Prepositions</p>	<p>Students will grow in confidence using the immediate future tense. They will retrieve knowledge of the conjugation of regular –AR verbs in Spanish</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 6	<p>Mis gustos: La música y el cine My tastes: Music and cinema</p> <ul style="list-style-type: none"> • Key vocabulary to describe films and television series • -Impersonal verbs to express the opinions of others • -Complex opinions phrases: diría que, a mi modo de ver , lo mejor, lo peor • -Key vocabulary to describe a film (el argumento, la música, los efectos especiales) • -Complex adjectives to describe a film 	<ul style="list-style-type: none"> • Describe their opinions about film and tv in an increasingly complex manner • To give opinions about specific aspects of a film • Express the opinions of others 	<p>Knowledge Quiz</p> <p>Week 3 of Term 6</p> <p>Students will need to translate 4 words in Spanish, conjugate a key verb, and complete 4 sentence-level translations</p>	<p>Confusion when using an impersonal verb to give someone else’s opinion (A mi padre me gustan los documentales.</p> <p>Incorrect conjugation of impersonal verbs: Me encanta las películas románticas</p>	<p>Adjectives</p> <p>Adjectival agreement</p> <p>Subject</p> <p>Verb</p> <p>Conjugation</p> <p>Connectives</p> <p>Intensifiers</p> <p>Frequency phrases</p> <p>Plural</p> <p>Singular</p> <p>Opinion</p> <p>Justification</p> <p>-mpersonal verbs</p>	<p>Students will apply their knowledge of impersonal verbs but extend them to give other peoples’ opinions as well. Students will give more sophisticated justifications for their opinions and the opinions of other by using complex adjectives and referencing specific aspects of films to express a positive or negative opinion.</p>