

KS3 Long term Overview Subject : Y7 Spanish

Assessment: Ongoing formative assessment: DIRT feedback at least once every half-term; Vocab test once every 3 weeks; regular Listening, Speaking, Reading and Writing practice.

Summative assessment: 2 skills out of 4 at the end of each Module

Autumn term 1 - Viva 1 Module 1 Mi vida Unit 1 – 5

Links to GCSE Theme 1

Unit Overview:

Getting used to Spanish pronunciation; Introducing yourself; Talking about your personality; Using adjectives that end in -o/-a; Talking about age, brothers and sisters; Using the verb *tener* (to have); Saying when your birthday is; Using numbers and the alphabet; Talking about your pets; Making adjectives agree with nouns

W	iViva! 1 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
iViva! 1 Módulo 1 : Mi vida (GCSE theme: Identity and culture)					
1	<p><i>Unidad 1</i> pp. 8–9 <i>¿Cómo te llamas?</i></p> <p>(The Module 1 Opener pp. 6-7 could be used as a starter)</p> <p>Front-of-class Starter resource 1 p.008 video + video worksheet p.008 Class game p.009 Grammar presentation Vocabulary</p>	<p>Getting used to Spanish pronunciation Introducing yourself</p>	<p>definite articles (<i>el, la, los, las</i>) verb endings</p>	<p><i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i></p>	<p>Listening and responding Listen to animal words to get the feel of Spanish pronunciation Listen to a rap about greetings phrases Understand a short conversation</p> <p>Speaking Say and act Spanish animal words to get the feel of Spanish pronunciation Create dialogues to practise greetings phrases</p> <p>Reading and responding Read a short dialogue</p> <p>Writing Write definite articles Write short sentences to introduce somebody</p>

2	<p><i>Unidad 2</i> pp. 10–11 <i>¿Qué tipo de persona eres?</i></p> <p>Front-of-class p.010 Flashcards p.010 Grammar presentation p.010 Grammar presentation p.010 Grammar presentation p.011 Grammar worksheet</p>	<p>Talking about your personality Using adjectives that end in -o/-a</p>	<p>adjectives that end in -o/-a making sentences negative <i>ser</i> (present, singular)</p>	<p><i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i></p>	<p>Listening and responding Understand adjectives for personality description Identify sentences as true or false Understand information about someone's personality, passion and hero Speaking Create dialogues to discuss personality Reading and responding Understand short texts about people's personality, passion and hero Writing Unjumble sentences with personality adjectives and translate them into English Translate sentences into Spanish</p>
3	<p><i>Unidad 3</i> pp. 12–13 <i>¿Tienes hermanos?</i></p> <p>Front-of-class p.012 Flashcards p.012 Grammar presentation p.012 Grammar practice p.012 Video + video worksheet p.012 Flashcards p.013 Flashcards Plenary resource</p>	<p>Talking about age, brothers and sisters Using the verb <i>tener</i> (to have)</p>	<p><i>tener</i> (present, singular) indefinite articles (<i>un/una</i>)</p>	<p><i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> <i>Numbers: uno to quince (and cero)</i> <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro.</i> <i>Tengo una hermanastra.</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i></p>	<p>Listening and responding Identify missing information Understand people's ages Understand people talking about how many siblings they have Speaking Create dialogues about ages Do a class survey about siblings Reading and responding Understand short texts about people's families Writing Write number sequences</p>

				<i>Soy hija única.</i>	
4	<p>Unidad 4 pp. 14–15 <i>¿Cuándo es tu cumpleaños?</i></p> <p>Front-of-class p.014 Class game p.015 Thinking skills worksheet</p>	<p>Saying when your birthday is Using numbers and the alphabet</p>	Nothing new	<p><i>¿Cuándo es tu cumpleaños? Mi cumpleaños es el... de... enero, febrero, marzo... Numbers: dieciséis to treinta y uno ¿Cómo se escribe? Se escribe... The alphabet in Spanish</i></p>	<p>Listening and responding Listen and check answers Complete information about birthdays Understand the letters of the alphabet Understand people spelling their names</p> <p>Speaking Practise pronouncing the months of the year Create dialogues about celebrities' birthdays Deliver a presentation about their name, age, birthday and one other piece of information about themselves</p> <p>Reading and responding Work out the meanings of the months of the year Read short texts about ages and birthdays</p> <p>Writing Use logic to work out and write numbers</p>
5	<p>Unidad 5 pp. 16–17 <i>¿Tienes mascotas?</i></p> <p>Front-of-class p.016 Flashcards p.016 Flashcards p.016 Video + video worksheet p.017 Grammar presentation p.017 Class game p.017 Extension reading activity p.017 Grammar worksheet Starter 2 resource</p>	<p>Talking about your pets Making adjectives agree with nouns</p>	adjective forms (masculine and feminine, singular and plural)	<p><i>¿Tienes mascotas? No tengo mascotas. Tengo... un perro, un gato, un conejo un caballo, un pez, un ratón una serpiente, una cobaya blanco/a amarillo/a negro/a rojo/a verde gris marrón azul rosa naranja</i></p>	<p>Listening and responding Understand simple sentences about pets Recognise information about pets and colours Translate into English key phrases for describing a photo</p> <p>Speaking Practise saying the words for pets Describe a photo of some pets</p> <p>Writing Fill in the gaps to complete a description of pets</p>

6	<i>Unidad 6</i> pp. 18–19 <i>Cómo soy...</i> Front-of-class p.019 Extension worksheet	Writing a text for a time capsule Adding variety to your writing	Nothing new	Review of language from the Module	
7	Revision and Assessment NEXT WEEK READING and SPEAKING Could use: <ul style="list-style-type: none"> - Pupil Book pp. 20-21 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 22-23 <i>iGramática!</i>, pp. 24-25 <i>iPalabras!</i>, pp. 120-121 <i>iTe toca a ti!</i>, with their corresponding digital resources. - Assessment Pack End of Module 1 tests 				

Autumn term 2 - Viva 1 Module 2 Mi tiempo libre Unit 1 – 5					
Links to GCSE Theme 1					
Unit Overview:					
Saying what you like to do; Giving opinions using <i>me gusta</i> + infinitive; Saying what you do in your spare time; Using <i>-ar</i> verbs in the present tense; Talking about the weather; Using <i>cuando</i> (when); Saying what sports you do; Using <i>hacer</i> (to do) and <i>jugar</i> (to play); Reading about someone's favourite things; Understanding more challenging texts					
W	<i>iViva!</i> 1 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
<i>iViva!</i> 1 Módulo 2 : Mi tiempo libre (GCSE theme: Identity and culture)					
9	<p><i>Unidad 1</i> pp. 30–31 <i>¿Qué te gusta hacer?</i></p> <p>(The Module 2 Opener pp. 28-29 could be used as a starter)</p> <p>Front-of-class p.030 Flashcards p.030 Grammar presentation</p>	<p>Saying what you like to do</p> <p>Giving opinions using <i>me gusta</i> + infinitive</p>	the infinitive	<p><i>¿Qué te gusta hacer?</i> <i>Me gusta...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada...</i> <i>navegar por Internet</i> <i>chatear, escuchar música</i> <i>jugar a los videojuegos</i> <i>guay, divertido/a</i></p>	<p>Listening and responding Understand phrases with <i>me gusta</i> + infinitive Understand people talking about their likes and dislikes, and the reasons for them</p> <p>Speaking Practise giving opinions using <i>me gusta</i> + infinitive Deliver a presentation about what you like to do</p> <p>Reading and responding Understand short texts about people's likes and dislikes Translate a short text about likes and dislikes into English</p> <p>Writing Write out sentences and translate them into English Prepare a presentation about likes and dislikes</p>
10	<p><i>Unidad 2</i> pp. 32–33 <i>¿Cantas karaoke?</i></p> <p>Front-of-class p.032 Video 3 + video worksheet p.032 Flashcards p.032 Grammar presentation p.032 Grammar worksheet</p>	<p>Saying what you do in your spare time</p> <p>Using <i>-ar</i> verbs in the present tense</p>	present tense of regular <i>-ar</i> verbs (full paradigm)	<p><i>¿Qué haces en tu tiempo libre?</i> <i>bailo</i> <i>toco la guitarra</i> <i>monto en bici</i> <i>saco fotos</i> <i>hablo con mis amigos</i> <i>canto karaoke</i> <i>todos los días</i> <i>a veces</i> <i>nunca</i> <i>de vez en cuando</i></p>	<p>Listening and responding Listen and check answers Understand two people doing a quiz about spare time activities</p> <p>Speaking Practise saying sentences using <i>-ar</i> verbs in the present tense Do a quiz about spare time activities</p> <p>Reading and responding Match sentences to pictures Translate sentences with <i>-ar</i> verbs into English Understand a text about free time activities</p> <p>Writing Write about their spare time activities</p>

	p.033 Extension reading				
11	<p><i>Unidad 3</i> pp. 34–35 <i>¿Qué haces cuando llueve?</i></p> <p>Front-of-class p.034 Flashcards</p>	Talking about the weather Using <i>cuando</i> (when)	Nothing new	<p><i>¿Qué tiempo hace?</i> <i>hace calor</i> <i>hace frío</i> <i>hace sol</i> <i>hace buen tiempo</i> <i>llueve, nieva</i> <i>en primavera, en verano</i></p>	<p>Listening and responding Understand simple weather phrases Understand short texts about the weather in South America Understand people talking about the weather in different seasons Speaking Practise saying weather phrases Talking about what activities they do in different weather conditions Reading and responding Understand short sentences using <i>cuando</i> as a connective Writing Translate sentences about the weather into Spanish</p>
12	<p><i>Unidad 4</i> pp. 36–37 <i>¿Qué deporte haces?</i></p> <p>Front-of-class p.036 Flashcards p.036 Grammar presentation p.036 Grammar worksheet p.037 Video + video worksheet p.037 Grammar presentation p.037 Grammar practice</p>	Saying what sports you do Using <i>hacer</i> (to do) and <i>jugar</i> (to play)	present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)	<p><i>¿Qué deportes haces?</i> <i>Hago gimnasia.</i> <i>Hago artes marciales.</i> <i>Hago equitación.</i> <i>Hago atletismo.</i> <i>Hago natación.</i> <i>Juego al fútbol.</i> <i>Juego al tenis.</i> <i>Juego al voleibol.</i> <i>Juego al baloncesto.</i> <i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i></p>	<p>Listening and responding Understand short sentences about sports using the verbs <i>hacer</i> and <i>jugar</i> Understand opinions about sports Put the days of the week in the correct order Listen to a rap and answer questions Speaking Talk about what sports they do Perform a rap about their spare time activities Reading and responding Understand a text about spare time activities and complete sentences in English Writing Write a rap about spare time activities</p>
13	<p><i>Unidad 5</i> pp. 38–39 <i>¿Eres fanático?</i></p> <p>Front-of-class</p>	Reading about someone's favourite things	Nothing new	Review of language from the module	<p>Listening and responding Understand people using near-cognates Reading and responding Recognise cognates Understand information about someone's favourite things</p>

	p.038 Grammar worksheet Starter 2 resource	Understanding more challenging texts			Recognise near-cognates Use context to work out the meanings of new words Use cognates, near-cognates and context to understand a text with lots of new words Note details from a text with lots of new words
14	<i>Unidad 6</i> pp. 40–41 <i>¿Qué haces en tu tiempo libre?</i> Front-of-class p.040 Starter 1 resource	Taking part in a longer conversation Using question words	Nothing new	Review of language from the module	<i>Listening and responding</i> Listen and check answers Listen and check pronunciation Listen to and comment on the use of connectives, identifiers, reasons and frequency expressions in a conversation <i>Speaking</i> Practise asking and answering questions using a sample dialogue Practise pronouncing Spanish letters Create a conversation, asking and answering questions <i>Reading and responding</i> Complete sentences using question words Identify missing questions based on the answers given Identify connectives, intensifiers, opinions and frequency expressions
15	Assessment THIS WEEK LISTENING AND WRITING Could use: - Pupil Book pp. 42-43 <i>iResumen!</i> and <i>iPrepárate!</i> , pp. 44-45 <i>iGramática!</i> , pp. 46-47 <i>iPalabras!</i> , pp. 122-123 <i>iTe toca a ti!</i> , with their corresponding digital resources. - Assessment Pack End of Module 2 tests				

Spring term 1+ 2 - Viva 1 Module 3 Mi insti Unit 1 – 5					
Links to GCSE Theme 3					
Unit Overview: Saying what subjects you study; Using -ar verbs to say what 'we' do; Giving opinions about school subjects; Using me gusta(n) + el/la/los/las; Describing your school; Using the words for 'a', 'some' and 'the'; Talking about break time; Using -er and -ir verbs'; Understanding details about schools; Using prediction as a listening strategy					
W	iViva! 1 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Learning Outcomes for each skill
iViva! 1 Módulo 3 : Mi insti (GCSE theme: Current and future study and employment)					
16 17	<i>Unidad 1</i> pp. 54–55 <i>¿Qué estudias?</i> (The Module 3 Opener pp. 52-53 could be used as a starter) Front-of-class p.054 Flashcards p.055 Grammar presentation	Saying what subjects you study Using -ar verbs to say what 'we' do	'we' form of -ar verbs	<i>¿Qué estudias?</i> <i>Estudio...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(las) matemáticas</i> <i>¿Cuál es tu día favorito?</i> <i>Mi día favorito es el...</i>	Listening and responding Listen to check answers Understand people talking about school subjects and opinions Speaking Create dialogues about a school timetable Talk about their favourite school day Sing a Spanish song Reading and responding Use knowledge of cognates and near-cognates to work out vocabulary for school subjects Understand a text about a timetable Understand a Spanish song about school subjects and what 'we' do in class Writing Write a paragraph about their school timetable
18 19	<i>Unidad 2</i> pp. 56–57 <i>¿Te gustan las ciencias?</i> Front-of-class p.056 Video + video worksheet p.056 Grammar presentation p.057 Extension reading	Giving opinions about school subjects Using me gusta(n) + el/la/los/las	using me gusta(n) + el/la/los/las when giving opinions about subjects checking verbs, definite articles and adjectival	<i>¿Te gusta...? / ¿Te gustan...?</i> <i>Me gusta(n)... / No me gusta(n)...</i> <i>nada...</i> <i>Me encanta(n)...</i> <i>porque es...</i> <i>interesante,</i> <i>importante,</i> <i>práctico/a, difícil,</i> <i>fácil, útil</i>	Listening and responding Understand likes/dislikes about school subjects Understand reasons for opinions about school subjects and teachers Speaking Create positive and negative dialogues about school subjects Reading and responding Understand sentences about opinions of school subjects and teachers Writing Write sentences giving opinions and reasons about school subjects

			agreement in sentences giving opinions	<i>el profesor/la profesora es... paciente severo/a raro/a</i>	Write a paragraph, giving opinions and reasons about school subjects and teachers
20 21	<i>Unidad 3</i> pp. 58–59 <i>¿Qué hay en tu insti?</i> Front-of-class p.058 Flashcards p.058 Grammar worksheet	Describing your school Using the words for 'a', 'some' and 'the'	plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the')	<i>En mi instituto hay... no hay... un campo de fútbol un comedor un gimnasio un patio una clase de informática una piscina moderno/a, antiguo/a, grande</i>	Listening and responding Understand words for school facilities and the use of indefinite articles Listen to check answers Speaking Practise saying words for school facilities and indefinite articles Ask and answer questions about a photo of a classroom Reading and responding Translate sentences about school facilities into English Correct errors in a description of a photo of a classroom Writing Write a description of a photo of a classroom and answer questions about their own school
22	Assessments Reading and Writing				
23	DIRT feedback and start Unidad 4				
24 25	<i>Unidad 4</i> pp. 60–61 <i>Durante el recreo</i> Front-of-class p.060 Video + video worksheet p.060 Flashcards p.060 Grammar presentation p.060 Grammar worksheet Plenary resource	Talking about break time Using -er and -ir verbs'	present tense of regular -er and -ir verbs (full paradigms)	<i>¿Qué haces durante el recreo? Como... una chocolatina unos caramelos chicle fruta Bebo... algo agua primero luego normalmente a veces</i>	Listening and responding Understand a survey about break time activities Identify missing information Speaking Create dialogues about break time activities Reading and responding Identify -er and -ir verbs in a text Identify true and false sentences Writing Translate sentences about break time activities into Spanish

26 27	<p><i>Unidad 5</i> pp. 62–63 <i>¿Te gusta tu instituto?</i></p> <p><i>Front-of-class</i> <i>Starter 1 resource</i> <i>Starter 2 resource</i> (Unit 6 Skills pp. 64–65 can be done if time allows)</p>	<p>Understanding details about schools Using prediction as a listening strategy</p>	<p>Nothing new</p>	<p>Review of language from the module</p>	<p>Listening and responding Listen to check predictions Use context to make predictions about a listening exercise Use pictures, questions and context while listening Understand a presentation about school, break time or subjects Speaking Deliver a presentation about school, break time or subjects Writing Use pictures and captions to make predictions about a listening exercise Use the questions to make predictions about a listening exercise</p>
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Summer term 1 - Viva 1 Module 4 Mi familia y mis amigos Unit 1 – 5

Links to GCSE Theme 1

Unit Overview:

Describing your family; Using possessive adjectives; Describing your hair and eye colour; Using verbs ser and tener; Saying what other people look like; Using verbs in the third person; Describing where you live; Using the verb estar (to be); Reading about the carnival in Cadiz; Looking up new Spanish words in a dictionary

W	<i>iViva!</i> 1 Unit number and title	Learning objectives	Grammar	Key language (examples)	Learning Outcomes for each skill
<i>iViva!</i> 1 Módulo 4 : Mi familia y mis amigos (GCSE theme: Identity and culture)					
28	<p><i>Unidad 1</i> pp. 76–77 <i>¿Cuántas personas hay en tu familia?</i></p> <p>(The Module 4 Opener pp. 74-75)</p>	<p>Describing your family Using possessive adjectives</p>	<p>Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i></p>	<p><i>mi madre, mi padre, mis padres</i> <i>mi hermano/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>tiene/tienen... años</i> <i>se llama/se llaman</i></p>	<p>Listening and responding Listen to a text about family members and ages Identify details about family members and ages Understand a song about a Spanish family Speaking Ask and answer questions about family members</p>

	could be used as a starter) Front-of-class p.076 Flashcards p.076 Grammar presentation			<i>veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien</i>	Describe families Sing a song about a Spanish family Reading and responding Identify new words in a text Work out and identify new numbers words Writing Describe a famous family
29	<i>Unidad 2</i> pp. 78–79 <i>¿De qué color tienes los ojos?</i> Front-of-class p.078 Video 7 + video worksheet p.078 Flashcards p.078 Grammar presentation p.078 Grammar worksheet	Describing your hair and eye colour Using verbs <i>ser</i> and <i>tener</i>	irregular verbs <i>tener</i> and <i>ser</i> position of adjectives (after the noun)	<i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos... azules, grises, marrones, verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo... negro, rubio, castaño, azul, liso, rizado, largo, corto</i> <i>Soy pelirrojo/a.</i> <i>Soy calvo.</i>	Listening and responding Listen to a text about family members and ages Identify details about family members and ages Understand a song about a Spanish family Speaking Ask and answer questions about family members Describe families Sing a song about a Spanish family Reading and responding Understand short texts about physical appearance Identify details about people from short texts Writing Write a description of a person
30	<i>Unidad 3</i> pp. 80–81 <i>¿Cómo es?</i> Front-of-class p.080 Flashcards p.080 Grammar presentation p.081 Extension reading Starter 2 resource	Saying what other people look like Using verbs in the third person VOCAB TEST NEXT WEEK	Agreement of adjectives with nouns	(No) <i>Es...</i> <i>alto/a</i> <i>bajo/a</i> <i>pequeño/a</i> <i>joven</i> <i>viejo/a</i> <i>guapo/a</i> <i>simpático/a</i> <i>inteligente</i> <i>Tiene pecas.</i> <i>Tiene barba.</i>	Listening and responding Listen to check answers Identify true and false statements Speaking Describe some unusual people Reading and responding Understand a text about physical descriptions Identify new phrases from a text Identify details about physical appearances from a text Writing Translate sentences about physical descriptions into Spanish
31	<i>Unidad 4</i> pp. 82–83 <i>¿Cómo es tu casa o tu piso?</i>	Describing where you live Using the verb <i>estar</i> (to be)	the verb <i>estar</i>	<i>Vivo en... una casa, un piso bonito/a, antiguo/a, cómodo/a</i>	Listening and responding Understand statements about where people live Identify details about where people live and their opinions of their homes

	<p>Front-of-class p.082 Video 8 + video worksheet p.082 Flashcards p.082 Grammar presentation p.083 Flashcards p.083 Grammar worksheet</p>	<p>VOCAB TEST THIS WEEK</p>		<p><i>pequeño/a, grande, moderno/a</i> <i>Está en...</i> <i>la montaña, un pueblo, la costa</i> <i>el campo, el desierto, el norte,</i> <i>el este, el sur, el oeste, el centro</i></p>	<p>Speaking Create dialogues about where people live Describe a photo about where people live Reading and responding Understand short texts about where people live Writing Write a tweet about where someone lives</p>
32	<p><i>Unidad 5</i> pp. 84–85 <i>El carnaval en familia</i></p> <p><i>(Unit 6 Skills pp. 86–87 can be done if time allows)</i></p> <p>Front-of-class p.084 Grammar worksheet</p>	<p>Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary</p>	Nothing new	Review of language from Units 1-4	<p>Listening and responding Understand short texts about the carnival in Cadiz Reading and responding Use a dictionary to look up nouns Use a dictionary to look up adjectives Use a dictionary to look up verbs Look up words from short texts Identify details from a text Identify new words in a text and how to work out their meanings</p>
33 and 34	<p><i>Revision – Exam week (week 35)</i></p>				
35	<p>EXAM WEEK</p>	<p>LISTENING AND WRITING</p>			
36	<p>Dirt feedback</p>				

Summer term 2 - Viva 1 Module 5 Mi Ciudad Unit 1 – 5					
Links to GCSE Theme 2					
Unit Overview:					
Describing your town or village ; Using 'a', 'some' and 'many' in Spanish; Telling the time; Using the verb ir (to go); Ordering in a café ; Using the verb querer (to want)					
W	iViva! 1 Unit number and title	Learning objectives	Grammar	Key language (examples)	Learning Outcomes for each skill
iViva! 1 Módulo 5 : Mi ciudad (GCSE theme: Local, national, international and global areas of interest)					
38	<p><i>Unidad 1</i> pp. 98–99 <i>¿Qué hay en tu ciudad?</i></p> <p>(The Module 5 Opener pp. 96-97 could be used as a starter)</p> <p>Front-of-class p.098 Flashcards p.098 Grammar presentation</p>	<p>Describing your town or village Using 'a', 'some' and 'many' in Spanish</p>	<p><i>un/una, unos/unas and muchos/muchas</i></p>	<p><i>¿Qué hay en tu pueblo o tu ciudad?</i> <i>Hay...</i> <i>un castillo, un mercado, un estadio, un centro comercial</i> <i>un polideportivo, una piscina</i> <i>una universidad, unos museos</i> <i>unas plazas</i> <i>No hay museo.</i> <i>No hay nada.</i></p>	<p>Listening and responding Understand statements about buildings in a town that use the words for 'a', 'some' and 'many' Identify details about which buildings are or are not in a town Listen to a Spanish song about a town</p> <p>Speaking Describe what is and isn't in a town Sing a song about a town</p> <p>Reading and responding Identify details from short texts about buildings in towns Translate a short text about a town into English</p> <p>Writing Write a description of what's in their own town or village</p>
39	<p><i>Unidad 2</i> pp. 100–101 <i>¿Qué haces en la ciudad?</i></p> <p>Front-of-class p.100 Flashcards p.101 Video + video worksheet p.101 Flashcards p.101 Grammar presentation p.101 Grammar worksheet</p>	<p>Telling the time Using the verb <i>ir</i> (to go)</p>	<p><i>ir – to go (present tense)</i></p>	<p><i>¿Qué hora es?</i> <i>Es la una.</i> <i>Son (las dos), las seis, las diez, las doce</i> <i>menos veinticinco, menos veinte, menos cuarto, menos diez, menos cinco</i> <i>¿Qué haces en la ciudad?</i> <i>Salgo con mis amigos.</i> <i>Voy...</i></p>	<p>Listening and responding Listen to check answers Match pictures to statements about what time it is Understand statements about activities in town</p> <p>Speaking Practise telling the time Deliver a presentation about the perfect Saturday</p> <p>Reading and responding Match sentences to pictures Identify details from a text about activities in town</p> <p>Writing Write a presentation about the perfect Saturday</p>

				<i>al cine, al parque, a la cafetería, a la bolera, a la playa</i> <i>de compras</i> <i>No hago nada.</i>	
...	<i>Unidad 3</i> <i>pp. 102–103</i> <i>En la cafetería</i> Front-of-class p.102 Flashcards p.103 Grammar presentation p.103 Grammar worksheet	Ordering in a café Using the verb <i>querer</i> (to want)	stem-changing verb <i>querer</i>	<i>una bebida</i> <i>un café</i> <i>un té</i> <i>una Fanta limón</i> <i>un batido de chocolate</i> <i>un batido de fresa</i> <i>una Coca-Cola</i> <i>¿Qué quieren?</i> <i>Yo quiero...</i> <i>¿Algo más?</i> <i>No, nada más.</i>	<i>Listening and responding</i> Listen to check answers Identify incorrect information in notes Understand a dialogue about ordering in a café <i>Speaking</i> Ask and answer questions about food and prices Describe a photo of two people in a café <i>Reading and responding</i> Match words to pictures Identify true and false statements and correct the false ones <i>Writing</i> Write a dialogue about ordering in a café

Ifield Community College Year 8 Spanish Scheme of Work



Year 8 Autumn Half Term 1	<i>iViva! 2</i> Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva! 2 Módulo 1 : Mis vacaciones</i> (GCSE theme : Local, national, international and global areas of interest)					
Week 1 and 2	<i>Unidad 1</i> pp. 8-9 <i>De vacaciones</i> (The Module 1 Opener pp. 6-7 could be used as a starter)	Talking about a past holiday Using the preterite of <i>ir</i>	preterite of <i>ir</i> (full paradigm)	<i>¿Adónde fuiste de vacaciones?</i> <i>el año pasado / el verano pasado</i> <i>Fui a...</i> <i>Escocia, España, Francia</i> <i>¿Con quién fuiste?</i> <i>Fui con...</i> <i>mi clase, mi familia, mis padres</i> <i>¿Cómo fuiste?</i> <i>Fui/Fuimos en...</i> <i>autocar, avión, barco, coche</i>	Front-of-class p.008 Flashcards p.008 Class game p.009 Thinking skills worksheet Homework/practice Listening A/B Reading A/B Grammar Vocabulary

Week 3 and 4	<i>Unidad 2</i> pp. 10–11 <i>¿Qué hiciste?</i>	Saying what you did on holiday Using the preterite of regular <i>-ar</i> verbs VOCAB TEST TO BE DONE WEEK 4	preterite of regular <i>-ar</i> verbs (full paradigm) preterite of <i>sacar</i> : spelling change <i>saqué</i> preterite + <i>no</i>	<i>¿Qué hiciste en tus vacaciones de verano?</i> <i>Bailé.</i> <i>Compré una camiseta.</i> <i>Descansé en la playa.</i> <i>Mandé SMS.</i> <i>Monté en bicicleta.</i> <i>Nadé en el mar.</i> <i>Saqué fotos.</i> <i>Tomé el sol.</i> <i>Visité monumentos.</i> <i>el primer día</i> <i>luego</i> <i>más tarde</i> <i>después</i>	Front-of-class Starter 2 resource p.010 Flashcards p.010 Grammar presentation p.010 Grammar practice p.010 Video + Video worksheet p.011 Class game Homework/practice Listening A/B Reading A/B Grammar Vocabulary
Week 5	<i>Unidad 3</i> pp. 12–13 <i>El último día</i>	Describing the last day on holiday Using the preterite of <i>-er</i> and <i>-ir</i> verbs	preterite of regular <i>-er</i> and <i>-ir</i> verbs (full paradigm) preterite of <i>ver</i> : <i>vi</i>	<i>El último día de tus vacaciones, ¿qué hiciste?</i> <i>Bebí una limonada.</i> <i>Comí paella.</i> <i>Conocí a un chico guapo.</i> <i>Escribí SMS.</i> <i>Salí con mi hermana.</i> <i>Vi un castillo interesante.</i> <i>por la mañana</i> <i>por la tarde</i>	Front-of-class Starter 1 resource p.012 Flashcards p.012 Grammar presentation p.012 Grammar practice p.013 Grammar worksheet Homework/practice Listening A/B Reading A/B Grammar Vocabulary
Week 6	<i>Unidad 4</i> pp. 14–15 <i>¿Cómo te fue?</i>	Saying what your holiday was like Using the preterite of <i>ser</i>	preterite of <i>ser</i>	<i>¿Cómo te fue?</i> <i>Fue...</i> <i>divertido, flipante, genial, guay horrible, horroroso</i> <i>conocí a una chica guapa.</i> <i>hizo buen tiempo.</i> <i>visité monumentos interesantes.</i> <i>comí algo malo y vomité.</i>	Front-of-class p.014 Flashcards 1 p.014 Flashcards 2 p.014 Grammar presentation p.014 Video + Video worksheet p.014 Class game

				<p><i>llovió.</i> <i>perdí mi pasaporte/mi móvil.</i> <i>Me gustó.</i> <i>Me encantó.</i></p>	<p>Homework/practice Listening A/B Reading A/B Vocabulary</p>
Week 5	<p><i>Unidad 5</i> pp. 16-17 <i>El verano pasado</i></p>	<p>Giving a presentation about your holiday Making your sentences interesting</p>	Nothing new	<p><i>No new key language. Pupils develop speaking skills using key language from the chapter</i></p>	<p>Front-of-class p.017 Extension worksheet</p>
Week 6	<p><i>Extension</i> pp. 18-19 <i>iVaya vacaciones!</i></p>	<p>Using the present and the preterite together Describing an amazing holiday</p>	<p>distinguishing between present and preterite verb forms 'we' form of <i>-ar</i> verbs in present/preterite</p>	<p>Review of language from the Module</p>	<p>Front-of-class p.019 Grammar worksheet p.019 Grammar presentation</p>
Week 7	<p>Revision and Assessment NEXT WEEK ! Could use: - Pupil Book pp. 20-21 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 22-23 <i>iGramática!</i>, pp. 24-25 <i>iPalabras!</i>, pp. 120-121 <i>iTe toca a ti!</i> - Assessment Pack End of Module 1 tests</p>				
Week 8	<p>Assessments LISTENING and WRITING</p>				

Year 8 Autumn Half Term 2	<i>iViva!</i> 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> 2 Módulo 2 : Todo sobre mi vida (GCSE theme: Identity and culture)					
Week 9	<p><i>Unidad 1</i> pp. 30–31 <i>Mi vida, mi móvil</i></p> <p>(The Module 2 Opener pp. 28-29 could be used as a starter)</p>	Saying what you use your phone for Revising the present tense	present tense of regular <i>-ar, -ir, -er</i> verbs, full paradigm (revision) present tense of stem-changing verbs (revision)	<p><i>¿Qué haces con tu móvil?</i> <i>Chateo con mis amigos.</i> <i>Comparto mis vídeos favoritos.</i> <i>Descargo melodías o aplicaciones.</i> <i>Hablo por Skype.</i> <i>Juego.</i> <i>Leo mis SMS.</i> <i>Mando SMS.</i> <i>Saco fotos.</i> <i>Veo vídeos o películas.</i> <i>todos los días</i> <i>dos o tres veces a la semana</i> <i>a veces</i> <i>de vez en cuando</i> <i>nunca</i></p>	<p>Front-of-class p.030 Flashcards p.030 Grammar presentation p.031 Thinking skills worksheet</p> <p>Homework/practice Listening A/B Reading A/B Grammar Vocabulary</p>
Week 10	<p><i>Unidad 2</i> pp. 32–33 <i>¿Qué tipo de música te gusta?</i></p>	Saying what type of music you like Giving a range of opinions	<i>Me gusta</i> + the definite article agreement of adjectives	<p><i>¿Qué tipo de música te gusta?</i> <i>Me gusta.../Me encanta...</i> <i>No me gusta (nada)...</i> <i>el rap, el R'n'B, el rock</i> <i>la música clásica</i> <i>¿Qué tipo de música escuchas?</i> <i>Escucho rap.</i> <i>Escucho la música de...</i> <i>Mi cantante/grupo favorito es...</i> <i>porque...</i> <i>es guay/horrible/tonto/a/triste</i> <i>En mi opinión,...</i></p>	<p>Front-of-class p.032 Flashcards p.032 Video + Video worksheet p.033 Learning skills worksheet</p> <p>Homework/practice Listening A/B Reading A/B Vocabulary</p>
Week 11	<p><i>Unidad 3</i> pp. 34–35 <i>Me gustan las comedias</i></p>	Talking about TV Using the comparative	comparison of adjectives: <i>más... que...</i>	<p><i>un concurso</i> <i>un documental</i> <i>un programa de deportes</i> <i>un programa de música</i></p>	<p>Front-of-class p.034 Flashcards p.034 Video + Video worksheet</p>

		VOCAB TEST NEXT WEEK	agreement of indefinite article	<i>un reality</i> <i>una comedia</i> <i>una serie policíaca</i> <i>una telenovela</i> <i>el telediario</i> <i>más... que...</i> <i>emocionante</i> <i>informativo/a</i> <i>interesante</i>	p.035 Grammar worksheet p.035 Grammar presentation p.035 Class game Homework/practice Listening A/B Reading A/B Grammar Vocabulary
Week 12	<i>Unidad 4</i> pp. 36–37 <i>¿Qué hiciste ayer?</i>	Saying what you did yesterday Using the present and the preterite VOCAB TEST THIS WEEK	preterite of <i>hacer</i> (full paradigm) using the present and the preterite together	<i>¿Qué hiciste ayer?</i> <i>Bailé en mi cuarto.</i> <i>Hablé por Skype con mi abuela.</i> <i>Hice gimnasia.</i> <i>Hice kárate.</i> <i>Hice los deberes.</i> <i>Jugué en línea con mis amigos/as.</i> <i>Vi una película.</i> <i>ayer</i> <i>por la mañana</i> <i>luego</i> <i>por la tarde</i> <i>un poco más tarde</i>	Front-of-class p.036 Flashcards p.036 Grammar presentation p.037 Thinking skills worksheet p.037 Grammar presentation p.037 Class game Homework/practice Listening A/B Reading A/B
Week 13	<i>Unidad 5</i> pp. 38–39 <i>Mi guía</i>	Understanding a TV guide Tackling an authentic text	Nothing new	<i>canal</i> <i>fecha</i>	
Week 14	<i>Extension/Revision</i> pp. 40-41 <i>Mi vida, tu vida</i>	Learning about young peoples' lives Using two tenses in the 'he/she' form	third person singular of present tense and preterite, regular / irregular verbs	No new key language. Pupils practise and consolidate key language from the chapter.	Front-of-class p.041 Grammar practice
Week 15	Assessments Reading and Speaking Could use: <ul style="list-style-type: none"> - Pupil Book pp. 42-43 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 44-45 <i>iGramática!</i>, pp. 46-47 <i>iPalabras!</i>, pp. 122-123 <i>iTe toca a ti!</i>, with their corresponding digital resources. - Assessment Pack End of Module 2 tests 				

Year 8 Spring Half Term 1 and 2	<i>iViva!</i> 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva!</i> 2 Módulo 3 : ¡A comer! (GCSE theme: Identity and culture)					
Week 16 and 17	<i>Unidad 1</i> pp. 52–53 <i>¿Qué te gusta comer?</i> (The Module 3 Opener pp. 50–51 could be used as a starter)	Saying what food you like Using a wider range of opinions	<i>el agua</i> (feminine) <i>Me gusta(n)</i> + definite article	<i>¿Qué te gusta comer/beber?</i> <i>¿Qué no te gusta comer/beber?</i> <i>Prefiero...</i> <i>Odio...</i> <i>Me gusta(n) (mucho)...</i> <i>Me encanta(n)...</i> <i>No me gusta(n) (nada)...</i> <i>¡Qué asco!</i> <i>¡Qué rico!</i>	Front-of-class Starter 2 resource p.052 Flashcards Homework/practice Listening A/B Reading A/B Vocabulary
Week 18 and 19	<i>Unidad 2</i> pp. 54–55 <i>¿Qué desayunas?</i>	Describing mealtimes Using negatives VOCAB TEST to be done this week	negatives: <i>no, nunca, no... nada</i>	<i>¿Qué desayunas?</i> <i>Desayuno...</i> <i>café, cereales, churros</i> <i>No desayuno nada.</i> <i>¿Qué comes?</i> <i>Como...</i> <i>un bocadillo, paella</i> <i>¿Qué cenas?</i> <i>Ceno...</i> <i>pollo con ensalada</i> <i>No como.../Nunca como...</i>	Front-of-class p.054 Flashcards p.054 Video + video worksheet p.054 Class game p.055 Extension worksheet p.055 Grammar presentation Homework/practice Listening A/B Reading A/B Vocabulary
Week 20 and 21	<i>Unidad 3</i> pp. 56–57	Ordering a meal Using <i>usted / ustedes</i>	familiar/polite 'you': <i>tú / usted / ustedes</i>	<i>Buenos días.</i> <i>¿Qué va a tomar (usted)?</i>	Front-of-class Starter 1 resource

	<i>En el restaurante</i>	ASSESSMENTS TO BE DONE WEEK 21 OR 22	using the present and the preterite together	<i>¿Qué van a tomar (ustedes)? ¿Y de segundo? ¿Para beber? ¿Algo más? Tengo hambre. / Tengo sed. de primer/segundo plato de postre Voy a tomar... Nada más, gracias. La cuenta, por favor.</i>	p.056 Flashcards p.056 Grammar practice p.056 Class game p.057 Learning skills worksheet Homework/practice Listening A/B Reading A/B Vocabulary
Week 21 and 22	Assessments Listening and Writing				
Week 22 and 23	<i>Unidad 4 pp. 58–59 ¿Qué vamos a comprar?</i>	Discussing what to buy for a party Using the near future	near future tense (full paradigm)	<i>día hora lugar ¿Qué vas a traer/comprar? Voy a traer... fajitas guacamole quesadillas Voy a comprar... una botella de... 200 gramos de... un kilo/medio kilo de... un paquete de... aguacates, tortillas una cebolla una lechuga un pimiento verde/rojo</i>	Front-of-class Starter 2 resource p.058 Grammar presentation p.058 Grammar practice p.058 Flashcards p.058 Video + Video worksheet p.059 Thinking skills worksheet p.059 Class game Homework/practice Listening A/B Reading A/B Grammar Vocabulary
Week 24 and 25	<i>Unidad 5 pp. 60–61 ¡Fiesta! (Unit 6 Skills pp.62-63 / Extension pp.</i>	Giving an account of a party Using three tenses together	near future tense (full paradigm)	<i>normalmente/generalmente los fines de semana/los viernes el fin de semana/año/ viernes pasado el fin de semana/año que viene el próximo viernes</i>	Front-of-class Starter 1 resource p.060 Grammar presentation p.060 Grammar practice p.061 Class game

	<i>64-65 can be done if time allows)</i>				Homework/practice Listening A/B Reading A/B Grammar
Week 26 and 27	Can start Module 4 ¿Qué hacemos ?				

Year 8 Summer term 1 and 2	<i>iViva! 2</i> Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
<i>iViva! 2</i> Módulo 4 : ¿Qué hacemos? (GCSE theme : Identity and culture)					
Week 28	<i>Unidad 1</i> pp. 76–77 <i>¿Te gustaría ir al cine?</i> (The Module 4 Opener pp. 74-75 could be used as a starter)	Arranging to go out Using <i>me gustaría</i> + infinitive	<i>a + el = al</i> <i>de + el = del</i> conditional: <i>me/te gustaría</i> + infinitive	<i>¿Te gustaría ir al/a la...?</i> <i>bolera, cafetería, centro comercial</i> <i>museo, parque, pista de hielo</i> <i>polideportivo</i> <i>¿Te gustaría venir a mi casa?</i> <i>Vale.</i> <i>De acuerdo. / Muy bien. / ¡Genial!</i> <i>Sí, me gustaría mucho.</i> <i>¡Ni hablar! / ¡Ni en sueños!</i> <i>No tengo ganas. / ¡Qué aburrido!</i> <i>detrás de..., delante de...</i>	Front-of-class p.076 Flashcards p.077 Grammar worksheet p.077 Class game Plenary resource Homework/practice Listening A/B Reading A/B Vocabulary
Week 29	<i>Unidad 2</i> pp. 78–79 <i>Lo siento, no puedo</i>	Making excuses Using <i>querer</i> and <i>poder</i>	Stem-changing verbs <i>querer, poder</i> (present tense)	<i>¿Quieres salir?</i> <i>Lo siento, no puedo.</i> <i>Tengo que...</i> <i>hacer los deberes</i> <i>ordenar mi dormitorio</i> <i>cuidar a mi hermano</i> <i>pasear al perro</i> <i>lavarme el pelo</i> <i>No quiero.</i> <i>No tengo dinero.</i> <i>No puede salir.</i>	Front-of-class p.078 Flashcards p.078 Grammar presentation p.079 Learning skills worksheet Homework/practice Listening A/B Reading A/B Vocabulary
Week 30	<i>Unidad 3</i> pp. 80-81 <i>¿Cómo te preparas?</i>	Saying what other people look like Using verbs in the third person VOCAB TEST next week	reflexive verbs (present tense)	<i>¿Cómo te preparas cuando sales de fiesta?</i> <i>Me baño.</i> <i>Me ducho.</i> <i>Me lavo la cara.</i> <i>Me lavo los dientes.</i> <i>Me visto.</i> <i>Me maquillo.</i>	Front-of-class p.080 Flashcards p.080 Grammar presentation p.080 Grammar practice p.080 Video + Video worksheet

				<p><i>Me peino. Me aliso el pelo. Me pongo gomina. Primero... / Luego... / Después... Finalmente... siempre, a veces, nunca</i></p>	<p>p.080 Class game Homework/practice Listening A/B Reading A/B Grammar Vocabulary</p>
Week 31	<p><i>Unidad 4 pp. 82–83 ¿Qué vas a llevar?</i></p>	<p>Talking about clothes Saying 'this/these' VOCAB TEST THIS WEEK</p>	<p>adjective agreement (colour adjectives) demonstrative adjective <i>este / esta / estos / estas</i></p>	<p><i>¿Qué llevas normalmente los fines de semana? Normalmente los fines de semana llevo... un jersey un vestido una camisa una camiseta una falda una gorra una sudadera unos pantalones unos vaqueros unos zapatos unas botas unas zapatillas de deporte amarillo, azul, blanco, gris,</i></p>	<p>Front-of-class p.082 Flashcards p.082 Video + Video worksheet p.082 Class game p.083 Extension worksheet p.083 Grammar presentation p.083 Grammar practice Homework/practice Listening A/B Reading A/B Grammar Vocabulary</p>
Week 32	<p><i>Unidad 5 pp. 84–85 ¡Hoy partido!</i></p> <p><i>(Unit 6 Skills pp.86-87 / Extension pp. 88-89 can be done if time allows)</i></p>	<p>Talking about sporting events Using three tenses</p>	<p>using three tenses (present, preterite, near future) together</p>	<p><i>Juego en un equipo de fútbol. Mi pasión es el tenis. Ayer jugué un partido. El año pasado fui a un torneo. El año que viene voy a ir a...</i></p>	<p>Front-of-class p.084 Grammar presentation Homework Listening A/B Reading A/B Grammar</p>
Week 33	<p>Revision and Assessment EXAM WEEK NEXT WEEK Could use: - Pupil Book pp. 90-91 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 92-93 <i>iGramática!</i>, pp. 94-95 <i>iPalabras!</i>, pp. 126-127 <i>iTe toca a ti!</i></p>				

- Assessment Pack End of Module 5 tests					
Week 34	EXAM WEEK				
Week 35	DIRT feedback				
Week 36	See below and start Módulo 5				
Year 8 Summer Half Term 1	iViva! 2 Unit number and title	Learning objectives	Grammar	Key Language (examples)	Digital resources
iViva! Módulo 5 : Operación verano (GCSE theme: Local, national, international and global areas of interest)					
Week 36	<p><i>Unidad 1</i> pp. 100–101 <i>¿Qué casa prefieres?</i></p> <p>(The Module 5 Opener pp. 98-99 could be used as a starter)</p>	<p>Describing a holiday home Discovering more about the comparative</p>	<p>comparative: <i>más/menos</i> + adjective + <i>que</i></p>	<p><i>Esta casa/Este piso es (muy)... amplio/a, antiguo/a, bonito/a</i> <i>Está... cerca de la playa, en el centro, en la montaña</i> <i>Tiene... una cocina, un comedor, un cuarto de baño, un dormitorio un salón, una chimenea, un jacuzzi, un jardín, una piscina una terraza, vistas al mar</i> <i>Prefiero... porque...</i></p>	<p>Front-of-class Starter 2 resource p.101 Thinking skills worksheet p.101 Grammar presentation p.101 Class game Homework/practice Listening A/B Reading A/B Grammar Vocabulary</p>
Week 37	<p><i>Unidad 2</i> pp. 102–103 <i>¿Qué se puede hacer en...?</i></p>	<p>Describing holiday activities Using the superlative</p>	<p><i>se puede(n)</i> + infinitive superlative: <i>el/la/los/las más</i> + adjective + <i>de</i></p>	<p><i>¿Qué se puede hacer en...?</i> <i>Se puede(n)... hacer actividades náuticas hacer artes marciales hacer senderismo ir a la bolera ir a la playa ir al restaurante ir de compras</i></p>	<p>Front-of-class p.102 Flashcards p.103 Grammar worksheet p.103 Grammar presentation Homework/practice Listening A/B Reading A/B Vocabulary</p>
Week 38	<p><i>Unidad 3</i> pp. 104-105 <i>¿Dónde está?</i></p>	<p>Asking for directions Using the imperative</p>	<p>imperative: <i>tú form</i></p>	<p><i>¿Dónde está...? la catedral la estación de tren el parque acuático</i></p>	<p>Front-of-class p.104 Flashcards p.104 Flashcards</p>

				<p><i>el parque de atracciones</i> <i>la pista de karting</i> <i>Sigue todo recto.</i> <i>Dobla a la derecha/izquierda.</i> <i>Toma la primera a la derecha/izquierda.</i> <i>Toma la segunda a la derecha/izquierda.</i> <i>Cruza la plaza.</i> <i>Está a la derecha/izquierda.</i></p>	<p>p.104 Grammar presentation p.104 Video + Video worksheet p.104 Class game Homework/practice Listening A/B Reading A/B Vocabulary</p>
Week 39	<p><i>Unidad 4</i> pp. 106–107 <i>Campamentos de verano</i></p>	<p>Talking about summer camps Learning more about using three tenses</p>	<p>using three tenses (present, preterite, near future) together</p>	<p><i>el campamento de verano</i> <i>Vas a hacer/ir...</i> <i>Voy a escoger... porque...</i> <i>Me gusta...</i> <i>Me encanta...</i> <i>Me gustaría mucho...</i> <i>Me encantaría...</i></p>	<p>Front-of-class p.106 Video + Video worksheet p.106 Class game p.107 Learning skills worksheet Homework/practice Listening A/B Reading A/B</p>
Week ...	<p><i>Unidad 5</i> pp. 108–109 <i>iDestinos!</i></p> <p><i>(Extension pp. 110-111 can be done if time allows)</i></p>	<p>Describing a world trip Tackling challenging listening</p>	<p>Nothing new</p>	<p><i>ayer, hoy, mañana</i> <i>el fin de semana pasado</i> <i>el año/el verano pasado</i> <i>hace dos años</i> <i>este fin de semana</i> <i>el verano que viene</i> <i>el año que viene</i></p>	

Year 8 Summer Half Term 2	<i>iViva! 2 Teaching and resources</i>
Week 1	Revision and Assessment Could use: <ul style="list-style-type: none"> - <i>iResumen! and iPrepárate!</i>: Pupil Book pp. 20-21, 42-43, 66-67, 90-91, 112-113, <i>iTe toca a ti!</i>: Pupil Book pp. 120-129. Homework/practice activities can also be used for revision. - Assessment Pack End of Year test and 8/8th Step Assessment
Week 4	Project/cross-curricular work Could use: <ul style="list-style-type: none"> - Pupil Book pp. 26-27 <i>Zona Proyecto: ¡Jugamos!</i>, pp. 48-49 <i>Zona Proyecto: ¡Tiene mucho talento!</i>, pp. 72-73 <i>Zona Proyecto: ¡Listos para cocinar!</i>, pp. 96-97 <i>Zona Proyecto: ¡Desfile de moda!</i>, pp. 116-117 <i>Zona Proyecto: ¡Visita mi ciudad!</i>, with their corresponding digital resources.