

VOCABULARY

GRAMMAR

PHONICS

Carmel College Curriculum Implementation – KS3 Long Term Plan Subject: Spanish

	Year 7	Year 8	Year 9
Autumn half term 1 Sequential knowledge and skills		<p>¡Vamos!</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introducing myself and using greetings ○ How are you feeling and classroom instructions / language. ○ numbers 1-12 and age ○ alphabet and spelling your name. ○ months and numbers to 31 <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present Tense for some irregular verbs – tener / estar / ser ○ Classroom instructions and request for permission using modal verbs. ○ Question words. ○ Indefinite articles / definite articles ○ Plurals. ○ First and third person singular and third person plural of regular (AR) verbs ○ Possessive adjectives ○ Agreement of adjectives ○ Intensifiers <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ í / c / v / z / qu / ñ / j ○ Letters will be underlined to show students that we don't pronounce 	<p>Mi pueblo y la vida sana</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introduction to places of interest in my town ○ Descriptions of buildings / places - revision of adjectives. ↻ ○ Introducing the verb <i>ir</i> and where I go in town. ○ Directions and getting around. ○ What I like to do at home / in my area ↻ <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Revision of 'hay' and 'se encuentra' ↻ ○ The verb 'ir' in the present tense. ○ Adjectival agreement ○ Al, a la, a los, a las ○ Using the imperative ○ Opinion + infinitive constructions <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ í / c / v / z / qu / ñ / j ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show

		<p>them.</p> <ul style="list-style-type: none"> Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ano / año soy / tengo bailo / bailó lama / llama 	<p>students that they are pronounced differently from expected.</p> <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> piscina cine gimnasio castillo plaza
Autumn assessment		<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>
Autumn half term 2 Sequential knowledge and skills		<p>¡Vamos!</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> Countries and nationalities Brothers and sisters Introducing other family members introduction of pets with colours physical descriptions (hair and eyes) ↻ <p>GRAMMAR</p> <ul style="list-style-type: none"> Present Tense for some irregular verbs – tener / ser ↻ 	<p>Mi pueblo y la vida sana</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> Introduction of the weather with verbs / activities / time. What I do when the weather is good / bad. Introduction to the near future – what I am going to do in my town this weekend. What I am going to do when I am older

- Classroom instructions and request for permission using modal verbs.
- Question words.
- Indefinite articles / definite articles
- Plurals. ↻
- First and third person singular and third person plural of regular (ER verbs) verbs
- possessive adjectives
- agreement of adjectives ↻
- intensifiers

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- í / c / v / z / qu / ñ / j ↻
- rr
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- soy / tengo ___ años ↻
- bailo / bailó
- lama / llama
- España / español(a)
- Inglaterra / inglés(a)

- Introduction to food and drink items
- What I eat / drink during the day
- Describe if my lifestyle is healthy or unhealthy and why
- Introduce body parts
- Describe pains and illnesses

GRAMMAR

- Weather and 'cuando'/'si'
- Irregular verbs in the present tense.
- The near future
- 'Ir' in the present tense ↻
- Gender of food and drink items
- Revision of ER verbs (comer, beber) ↻
- 'Ser' in the present tense ↻
- Adjectival agreement ↻
- Plural nouns ↻

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- í / c / v / z / qu / ñ / j
-
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- voy
- jugar
- ver
- mantequilla
- naranja

			<ul style="list-style-type: none"> o cabeza
Continuous assessment		Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)
Spring half term 3 Sequential knowledge and skills		Mi vida en el colegio VOCABULARY (see Y8 vocab booklet for exact words) <ul style="list-style-type: none"> o In my school bag / in my pencil case o School items with colours o School subjects o Opinions of school subjects GRAMMAR <ul style="list-style-type: none"> o Present tense for some irregular verbs – tener / ser ↻ o Placement of adjectives in a sentence ↻ o Gender of subjects o Agreement of adjectives / opinions ↻ o Indefinite articles / definite articles o Plurals ↻ o First and third person singular and third person plural of regular (AR verbs) verbs ↻. Introduction of ‘estudiar’ o Irregular verbs like ‘hacer’ PHONICS <ul style="list-style-type: none"> o Pronunciation rules. o How accents affect pronunciation 	Los pasatiempos y las fiestas VOCABULARY (see Y9 vocab booklet for exact words) <ul style="list-style-type: none"> o Genres of TV show, film and music o Musical instruments we play using ‘tocar’ o Sports and hobbies with ‘jugar’ and ‘practicar’ using present ↻ and past o Saying when and where I do sports o Giving my opinion on different sports and hobbies ↻ o Describing the technology we have / use o Regular present tense verbs -AR (escuchar / descargar / guardar etc) ↻ o Using negatives to say what you don’t do online o Introducing adverbs of frequency to talk about technology o Social networks pros and cons o How we are going to use technology this weekend GRAMMAR <ul style="list-style-type: none"> o The present and past tense of AR, ER and IR verbs o Using ‘al’ after ‘jugar’ o Revision of opinions and adjectival

		<ul style="list-style-type: none"> ○ í / c / v / z / qu / ñ / j / rr ↻ ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Inglaterra / inglés ○ España / español ○ Educación ○ Geografía ○ Dibujo ○ Me odio, me prefiero etc. 	<ul style="list-style-type: none"> ○ agreement ↻ ○ Present tense of 'jugar' and 'practicar' ↻ ○ Spanish word order in sentences ↻ ○ Definite articles and gender of nouns ○ Indefinite articles / definite articles ○ Plurals. ↻ ○ Making verbs negative ○ The near future tense <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ í / c / v / z / qu / ñ / j ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ vaqueros ○ xilófono ○ jugáis ○ baloncesto ○ equitación ○ gimnasio ○ prefiero ○ porque ○ tecnología
Spring assessment		<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p>

		<p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>
<p>Spring half term 4 Sequential knowledge and skills</p>		<p>Mi vida en el colegio</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ School timetable ○ My school day ○ Describing my teachers ↻ <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present Tense for some irregular verbs – tener / ser ↻ ○ Placement of adjectives in a sentence ↻ ○ Agreement of adjectives / opinions ↻ ○ Indefinite articles / definite articles ○ Plurals. ↻ ○ First and third person singular and third person plural of regular (ER verbs) verbs ↻. ○ Irregular verbs - ‘hacer’ ↻ <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ í / c / v / z / qu / ñ / j / rr ↻ ○ Letters will be underlined to show students that we don’t pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. 	<p>Los pasatiempos y las fiestas</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introduction to different celebrations in Spain and Spanish-speaking countries ○ Describing Christmas in detail ○ Describing a recent celebration ○ Celebrations across the world ○ Recognise the importance of specific dates ○ Describing my favourite celebration and why <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ The present tense of AR, ER and IR verbs ↻ ○ The past tense of AR, ER and IR verbs ↻ ○ Avoidance of the passive i.e. ‘se celebra’ ○ Using a range of time phrases ○ Opinions with justifications ↻ <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ í / c / v / z / qu / ñ / j ○ Letters will be underlined to show students that we don’t pronounce them. ○ Some words / parts of words will be

		<p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Geografía ○ Cuatro / cuarto ○ A las / a la ○ Me despierto / Me levanto / Me ducho 	<p>displayed in a different colour to show students that they are pronounced differently from expected.</p> <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ navidad ○ pavo ○ luz / luces ○ España ○ Venezuela
<p>Continuous assessment</p>		<p>Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)</p>	<p>Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)</p>
<p>Summer half term 5 Sequential knowledge and skills</p>		<p>Donde vivo</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Where I live - type of house / area ○ Describing my home and my rooms ○ What's on each floor ○ A description of my bedroom ○ Describing exactly where furniture is ○ Chores to help around the house <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present Tense of IR verbs (vivir) ○ Placement of adjectives in a sentence ↻ ○ Gender of rooms ○ Using 'hay' and 'se encuentra' ○ agreement of adjectives / opinions ↻ ○ Indefinite articles / definite articles ○ Plurals. ↻ 	<p>GCSE Bridging Topic (Identity & Culture 1)</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Revision 'tener' and 'ser' ↻ ○ Family members ↻ ○ Adjectives ↻ ○ Physical descriptions ↻ ○ Who you get on with using 'llevarse' and 'pelearse' ○ Marriage pros and cons <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Irregular verb conjugations in the present tense ↻ ○ Indefinite articles ↻ ○ Basic numbers ↻ ○ Plurals ↻ ○ Adjectival agreement ↻ ○ Definite articles ↻

		<p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ↻ ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Garaje ○ Cocina ○ Pasillo ○ Cuarto de baño ○ Jardín ○ Hay 	<ul style="list-style-type: none"> ○ Reflexive verbs ↻ <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ í / c / v / z / qu / ñ / j ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ sois ○ hermano/hermana ○ padrastro/madrastra ○ ojos ○ pequeño ○ me llevo
Continuous assessment		<p>Formative Assessment made up of the following:</p> <p>Key writing tasks (2 per half term)</p> <p>Knowledge organiser (1 per half term)</p> <p>Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)</p>	<p>Formative Assessment made up of the following:</p> <p>Key writing tasks (2 per half term)</p> <p>Knowledge organiser (1 per half term)</p> <p>Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)</p>
Summer half term 6 Sequential knowledge and skills		<p>Donde vivo</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ A description of my bedroom ○ Describing exactly where furniture is ○ Chores to help around the house <p>GRAMMAR</p>	<p>GCSE Bridging Topic (Identity & Culture 2)</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Describing my ideal partner ○ Introduction to GCSE exam style questions from the reading and listening papers ○ Responding to a photo card question

- Present Tense of IR verbs (vivir) ↻
- Placement of adjectives in a sentence ↻
- Gender of furniture
- Using 'hay' and 'se encuentra'
- agreement of adjectives / opinions ↻
- Indefinite articles / definite articles
- Using prepositions 'al lado de', 'detrás de' etc.
- Plurals. ↻
- Revision of 'hacer' ↻

PHONICS

- Pronunciation rules.
- How accents affect pronunciation ↻
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- Garaje
- Cocina
- Pasillo
- Cuarto de baño
- Jardín
- Hay
- A la izquierda de
- Debajo de

and a role play task

- Using 2 tenses (present and imperfect) to compare things now to previously
- Introduction to the 40/90 word written GCSE questions

GRAMMAR

- Introduction to the conditional tense for -AR, -ER and -IR verbs.
- Use of certain irregular verbs in the conditional tense i.e. 'sería'.
- Revision of 'hay' ↻
- Introduction to the imperfect tense for -AR, -ER and -IR verbs.
- Use of certain irregular verbs in the imperfect tense i.e. 'era'.
- Introduction to the perfect tense for -AR, -ER and -IR verbs.

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- í / c / v / z / qu / ñ / j
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- pareja
- mujer
- ojos
- pequeño
- hay
- joven

Summer Exam		<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>