


## Scheme of Work - Progression

Español / Spanish / Espagnol

Año 8 / Year 8 / 5ème

Period 1	<p><b>Unit: Tú y yo (You and me)</b></p> <p><b>Language</b> Vocabulary→ alphabet; numbers 0-20; greetings; nationalities; languages; basic questions; class instructions; colours Grammar→ introduction to grammatical agreement, gender (masculine/feminine) and number (singular/plural); negation; personal pronouns; conjugation of <i>llamarse, hablar, ser</i> and <i>tener</i></p> <p><b>Competencies</b> Read personal presentations; fill in a form with personal information; spell out key information</p> <p><b>Culture and Civilisation</b> Spanish around the world; famous Spanish speaking people; Spanish names and (double) last names</p>
<b>Autumn – Mid-Term Holiday</b>	
Period 2	<p><b>Unit: Mi colegio (My school)</b></p> <p><b>Language</b> Vocabulary→ parts of the day; vocabulary associated with school; <i>favorito/a</i> to express preference Grammar→ <i>hay/no hay</i>; <i>gustar</i> + singular/plural nouns; definite articles; singular form of possessive adjectives; gender of nouns; <i>-ar, -er, -ir</i> ending verbs</p> <p><b>Competencies</b> Read and listen to texts about different schools; write about our school; listen to a poem; talk about what we like and don't like about school</p> <p><b>Culture and Civilisation</b> Schools in Spain (similarities and differences with our school); a school for artists in Argentina; a poem by Gloria Fuertes; the comic character Mafalda</p>
<b>Winter Holiday</b>	
Period 3	<p><b>Unit: ¡Somos geniales! (We are great!)</b></p> <p><b>Language</b> Vocabulary→ vocabulary associated with physical and personal descriptions; family Grammar→ possessive adjectives; quantifiers (<i>muy, bastante, no ... muy, un poco, no ... nada</i>); gender and number of adjectives; connectives (<i>y, pero, ni...ni</i>)</p> <p><b>Competencies</b> Read descriptions of different families; listen to a song and to an interview; orally describe ourselves and our families; write an email about us; make a poster about our families</p> <p><b>Culture and Civilisation</b> The painter Fernando Botero; <i>Las Meninas</i> by Diego Velazquez; different nicknames to call your parents (linguistic variation: Spain vs. Latin América)</p>
<b>Winter – Mid-Term Holiday</b>	
Period 4	<p><b>Unit: Me gusta bailar (I like to dance)</b></p> <p><b>Language</b> Vocabulary→ numbers 20-100; activities and hobbies; telling the time; days of the week; months Grammar→ present tense of regular verbs, some irregular (<i>hacer, jugar, salir, ir</i>) and reflexive verbs; <i>gustar</i> + noun / infinitive; <i>también / tampoco</i>; frequency adverbs</p> <p><b>Competencies</b> Read and search information about the routine of a famous person; listen to a radio show; write and speak about our and other people's schedules, hobbies and daily routines; interviewing someone and being interviewed</p> <p><b>Culture and Civilisation</b> Famous characters (Leo Messi and Shakira); mealtimes in Spain; hispanic musical genres (tango, flamenco, salsa)</p>
<b>Spring Holiday</b>	
Period 5	<p><b>Units: ¡Qué bonito! and ¡Buen viaje! (Beautiful! and Bon Voyage!)</b></p> <p><b>Language</b> Vocabulary→ clothes and adjectives to describe them; prices and numbers +100; celebrations → travelling; weather; adjectives to describe places  Grammar→ the verb <i>estar</i>; the preposition <i>para</i>; indefinite articles; demonstrative adjectives; singular possessive pronouns; adjective agreement → future with <i>ir a + infinitive</i>; past perfect; place prepositions</p> <p><b>Competencies</b> • Read about a solidarity campaign; listen to conversations in shops; describe someone's clothes; replicate conversations in shops • Read about different countries; listen to conversations about the weather and travel plans; write a postcard; talk about future plans</p> <p><b>Culture and Civilisation</b> • Celebrating someone's birthday in Spain; <i>Quinceañera</i>, 15th birthday celebration in Latin América; Día de los Reyes celebration; the painter Joan Miró • Spanish speaking countries and important monuments; indigenous languages in Latin América (quechua, guaraní, náhuatl), school holidays in Spain</p> <p> <b>Reading <i>Día en Madrid</i> (Difusión)</b></p>