Year: Year 8.
Subject: Spanish.
Topic/Unit: Module 2: Technology, Music, and Television.
When: Autumn 2

Huntington School
Learn and succeed

Overview: Why this? Why now? This unit enables students to communicate about their daily lives, specifically their use of mobile technology and their preferences in music and media. It is introduced at this stage to establish a firm understanding of present tense verb conjugations while building the vocabulary necessary for expressing personal opinions.

Building on...building to: The curriculum builds upon the preterite tense concepts introduced in Module 1 during the study of holidays. Mastery of these structures prepares students for Module 3, which will expand their repertoire of opinion phrases and introduce the near future tense.

Sequence summary:

- **Week 1:** Introduction to mobile phone vocabulary and regular present tense verb conjugations for the -ar, -er, and -ir groups.
- **Week 2:** Identification of diverse musical genres and personal preferences using opinion verbs such as *gustar* and *encantar*.
- **Week 3:** TV genres and comparative structures, such as *más... que*, to compare different types of programme.
- **Week 4:** Consolidation of the preterite tense to enable students to say what they did yesterday, focusing on verbs like *hacer*.
- **Week 5:** Comparing typical habits with past actions by combining the present and preterite tenses.
- **Week 6:** Revision and consolidation in preparation for formal writing assessments and comprehensive end-of-unit examinations.

Key Vocabulary:
Online activities, TV programme types, music genres and opinions, comparative adjectives

Assessments:

- **Formative:** Weekly low-stakes vocabulary tests in the back of exercise books.
- **Summative writing task:** written task describing their school and school life.
- **Summative Reading/Listening:** A formal assessment covering all Module 2 topics

Able and interested: Highly proficient students are provided with "Super Challenges," such as utilizing stem-changing verbs like *preferir* and *jugar*. They are also expected to provide sophisticated justifications for their opinions and to accurately manipulate multiple tenses within a single piece of writing.

Inclusion, Personal Development and Wider Skills: Literacy and analytical skills are fostered through "stepped translation" tasks and strategies for decoding unfamiliar vocabulary. Personal development is supported by exploring cultural topics, such as the origins and characteristics of Reggaeton music.

Homework and Independent Learning: Independent study consists of weekly vocabulary memorization and structured exercises within the Sentence Builder booklet. Students also use feedback target sheets to independently correct and refine their written work.