Year Year 8

Subject: Spanish

Topic/Unit: Module 3: Vacations and Food (Las vacaciones y la comida)

When: Spring Term

Overview: Why this? Why now? This unit enables students to communicate about past experiences and cultural practices surrounding holidays and mealtimes. By introducing the preterite tense alongside food and restaurant vocabulary, pupils transition from basic present-tense opinions to narrating multi-step past events and expressing future plans.

Building on: Present-tense preference structures (me gusta, odio), basic hobby/sport terminology, and foundational opinions. **Building to:** The preterite tense for regular -ar, -er, and -ir verbs, the irregular preterite verb ir , time sequencers, the near future tense , and multi-tense paragraph writing.

Sequence summary:

- **Holiday Destinations & Transport:** Asking and answering where someone went, travel modes, and companions (fui a España, en avión, con mi familia).
- **Past Activities & Opinions**: Describing vacation activities using regular preterite verbs (nadé, compré, saqué fotos) and exclamations (¡Qué guay!, ¡Qué desastre!).
- **Sequencing Events:** Structuring coherent narratives using time markers (el primer día, luego, más tarde, después).
- **Food & Mealtimes:** Expressing food preferences (me gusta el arroz), drinks, and meal habits (desayuno, como, ceno).
- **Ordering & Celebrations:** Role-playing restaurant interactions (¿Qué va a tomar?) and planning events using the near future tense (vamos a celebrar).

Key Vocabulary:

- **Sequencers & Time Markers**: el verano pasado, el primer día, luego, más tarde, después, el último día.
- **Verbs**: fui, fuimos, nadé, saqué, comí, bebí, desayuno, ceno, voy a tomar.
- **Nouns & Transport**: la playa, el avión, el coche, el arroz, las verduras.
- **Exclamations**: ¡Qué divertido!, ¡Qué aburrido!, ¡Qué guay!, ¡Qué lástima!.

Assessments:

- **Formative**: Mini-whiteboard translation tasks, listening and reading comprehension grids
- **Summative**: An extended writing assessment describing a past holiday and meal using time sequencers, opinions, and accurate preterite verbs.

Able and interested: High-attaining pupils are challenged through 'Super Challenge' translation tasks, complex authentic text analysis, incorporating advanced connectives (además, aunque, sin embargo), and combining past, present, and future tenses within extended paragraphs.

Inclusion, Personal Development and Wider Skills: Scaffolded support is provided via Sentence Builders, gap-fill worksheets, and structured pair-work dialogues. Pupils broaden their cultural knowledge of Spanish-speaking countries.

Homework and Independent Learning: Memorising weekly Sentence Builder vocabulary with written evidence in exercise books alongside reading comprehension and translation consolidation worksheets.