Year: Year 8

Subject: Spanish

Topic/Unit: Module 4 – ¿Qué hacemos? (Arranging social activities, daily routines, clothing, and special events)

When: Term 2.2 / Spring Half Term 2

Overview: Why this? Why now? This unit equips pupils with essential conversational skills to make social arrangements, discuss personal routines, and describe clothing and outings. Situated in Key Stage 3, it builds foundational communicative competence by integrating three core time frames (present, preterite, and near future) within highly relatable, real-world contexts.

Building on: Prior knowledge of places in town, present tense regular verb patterns, opinion phrases, and basic time expressions. **Building to:** Independent production of multi-tense paragraphs, GCSE-style photocard descriptions, role plays, and extended 90-word writing tasks combining past experiences, present habits, and future plans.

Sequence summary:

- **Making Invitations & Meeting Up**: Using `me/te gustaría + infinitive`, `¿quieres...?`, prepositions of place (`delante de`, `al lado de`), and times to arrange social outings.
- **Making Excuses:** Applying stem-changing verbs (`querer`, `poder`) and `tener que + infinitive` to decline invitations politely.
- **Getting Ready & Daily Routine:** Using reflexive verbs (`me ducho`, `me visto`, `me peino`) and time sequencers (`primero`, `luego`, `después`).
- **Describing Clothes & Fashion:** Discussing clothing choices, demonstrative adjectives (`este/esta/estos/estas`), and color adjective agreements.
- **Sporting Events & Fancy Dress**: Synthesizing the present, preterite (`fui`, `llevé`, `vi`), and near future (`voy a + infinitive`) to review sports matches and costume parties.

Key Vocabulary:

- **Places & Invitations:** el centro comercial, la bolera, el polideportivo, ¿Te gustaría ir...?, ¿Quieres venir...?
- **Excuses & Verbs:** no puedo, tengo que hacer mis deberes, ordenar mi dormitorio, cuidar a mi hermano
- **Reflexive Routine**: me ducho, me visto, me lavo los dientes, me peino, primero, luego
- **Clothing & Colours:** un jersey, una camiseta, unos vaqueros, este/esta, horroroso, extravagante
- **Tense Markers:** ayer, el fin de semana pasado, normalmente, esta noche, el año que viene

Assessments:

- **Formative**: Weekly vocabulary tests, paired translation tasks, listening gap-fills, and mini-whiteboard conjugations.
- **Summative**: Formal Listening and Reading assessments, a GCSE-style speaking role play/photocard presentation, and a 90-word structured writing assessment across three tenses.

Able and interested: Extended tasks encourage pupils to apply the AVOCADO writing model, manipulate dictionary entries for ambitious vocabulary (e.g., costume terms), construct 3rd-person narratives, and evaluate complex catwalk descriptions.

Inclusion, Personal Development and Wider Skills: Differentiated sentence builders, visual scaffolds, and structured writing frames support all learners. The unit fosters personal independence, social decision-making, digital literacy via presentation tasks, and cultural reflection on Spanish social customs.

Homework and Independent Learning: Weekly vocabulary memorisation using sentence builders, translation practice, and preparing a digital fashion show script or storyboard presentation.