

SJBC Curriculum Termly Plan: Y7 PORTUGUESE

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Who am I? Survival Kit Greetings Numbers Nationalities Simple Present Negative Agreement</p> <p><u>Link with:</u> Geography or Other Foreign languages</p>	<p>Our new Portuguese learners will be starting their Portuguese journey by knowing about Portugal and the typical stereotypes about the country and the people. Then, with a focus on themselves, they will be developing their ability to introduce themselves and share some personal information, such as their name and their nationality.</p> <p>They will also be able to initiate and finish a conversation, starting with greetings and saying goodbye (RUAH).</p> <p>Finally, they will get ready to be independent in the classroom, knowing from the get go how to write the date and how to name the items they will be using in their Portuguese classroom. An introduction to the Simple Present tense, the Negative and the agreement will allow them to build their first interactions, orally and in writing.</p>	<p><i>Greetings:</i> Olá, Bom dia! Como vai?</p> <p><i>Question words:</i> Quem?, Onde?</p> <p><i>Numbers:</i> um, dois , três...</p> <p><i>Days:</i> segunda-feira, terça-feira</p> <p><i>Months:</i> janeiro, fevereiro...</p> <p><i>Connectives:</i> e...</p> <p><i>Common verbs :</i> ser, ter, morar</p> <p><i>Present tense:</i> eu sou, tu és, ele/ela/você é... eu tenho, tu tens, ele/ela/você tem...</p> <p><i>Negatives:</i> Eu não sou, eu não tenho...</p> <p>Nationalities : português, inglês..</p> <p>Agreement: o menino / a menina</p>	Mini-tests (30 min) once or twice per half-term	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
Autumn 2	<p>Around me... Basic Conversation Locating Colours Ordinal Numbers Personal objects Simple Present Possession</p> <p><u>Link with:</u> English</p>	<p>In Everyday Life, you will often have to interact and so, expanding from term 1, students will learn how to expand they basic conversational skills. Interactions in the classroom will be in Portuguese as much as possible. Locating with 'Estar', the colours and the ordinal numbers will enable to expand the initial scope of the possible conversations.</p> <p>Furthermore, they will learn to refer top their personal objects in Portuguese (like 'caneta'/pen). Their oral and written interaction will be enriched by the reference to the owner of the objects ('a minha caneta'/ my pen) and from the inclusion of some more useful verbs in Portuguese.</p> <p>Finally, students will be continuously enriching their vocabulary in the topics related to the mentioned above.</p>	<p><i>Classroom interaction :</i> Por favor, pode explicar de novo? O que significa....?</p> <p><i>Classroom vocabulary :</i> a cadeira, a mesa, a porta, a janela, O caderno, o relógio</p> <p><i>Colours:</i> branco, amarelo, vermelho...</p> <p><i>Personal Objects:</i> a caneta, o lápis, o estojo, a mochila...</p> <p><i>Ordinal Numbers:</i> primeiro, segundo</p> <p><i>Agreement:</i> o professor / a professora, o aluno / a aluna</p> <p><i>Possession:</i> o meu livro, a tua caneta, o lápis dele...</p>	Mini-tests (30 min) once or twice per half-term	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>











<p>Spring 1</p>	<p>Around me... Part 2 Basic Conversation Locating Personal objects Simple Present Professions Personal Information <u>Link with:</u> English</p>	<p>In Around me, part 2, you will carry knowing more on how to talk about what you see, expanding from Autumn term 2, students will learn how to complexify they basic conversational skills. Interactions in the classroom will be in Portuguese as much as possible. Locating with 'Estar', describing objects and reuse structures learned before will enable to expand the initial scope of the possible conversations. Furthermore, they will learn to describe in more detail to their personal objects in Portuguese (like 'a minha caneta verde é bonita'/my green pen is lovely). Next, students will learn to use personal information enough to fill a form. They will also deal with the first few professions and how to mention them in Portuguese. By using the Simple Present, they will be able to say what each professional does and where it works.</p>	<ul style="list-style-type: none"> • Everyday objects: o saco, a mochila, a carteira, os óculos.... • Locating places with ESTAR: o a casa, o carro, o trabalho, a escola, a rua... • Locating objects with ESTAR: <ul style="list-style-type: none"> - a mochila está na escola. • People: o menino,/ a menina, o aluno/ a aluna, o senhor / a senhora, o homem/ a mulher.... • Professions: o médico, enfermeiro, ator, aluno, engenheiro, empregado de mesa • Filling forms: o Profissão, Estado Civil, Morada, Idade... 	<p>Mini-tests (30 min) once or twice per half-term</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
<p>Spring 2</p>	<p>Places and preferences Working places Describing places What do cities look like Expressing Preferences</p>	<p>Just like in everyday life, you will often have to interact and so students will learn how to expand they basic conversational skills. Learn some basic working places such as 'escola', 'hospital', 'restaurant', 'café' and using some basic vocabulary to talk about them. Similar approach regarding cities and what they have to offer the visitor. Interactions in the classroom will be in Portuguese as much as possible. The more the students widen the range of their vocabulary the more they can expand the scope of the possible conversations. Finally, students will use 'gostar' to express their first opinions about what they see. Expanding the opinion with 'porque'/ because will allow to produce longer statements: 'Eu gosto desta cidade porque é grande'.</p>	<ul style="list-style-type: none"> • Places to work: <ul style="list-style-type: none"> a escola, o hospital, o escritório, o teatro, o ateliê, o restaurante, o café... • Cities and towns: <ul style="list-style-type: none"> a cidade, a vila , a aldeia, o bairro, a rua, a praça, a avenida, o centro... • Describing Places: <ul style="list-style-type: none"> antiga, moderna, grande, pequena, estreita... perto, longe, centro... • Expressing Preferences: <ul style="list-style-type: none"> eu gosto, eu não gosto, eu gosto muito 	<p>Mini-tests (30 min) once or twice per half-term</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>

SJBC Curriculum Termly Plan: Y8 PORTUGUESE

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>What do I like to do?</p> <p>Family Physical Description Free time Activities</p> <p><u>Link with:</u> Geography PE</p>	<p>We start y8 by recovering some of the content from last year, just like a warmup to the second relay of this journey. Having reinforced and enlarged content, we will talk about what we like to do in our free time. We will also produce some complex sentences by explaining why we prefer video games to films, for example!</p> <p>So, students learn how to express themselves about what they do in their free time (reading, sports, etc.) They keep practicing how to give their opinion and justify it.</p>	<p><i>Free time activities: jogar no parque, ir ao cinema, ler...</i></p> <p><i>Types of films/movies/books: os filmes de ficção científica/ um romance, um diário</i></p> <p><i>Reading : Eu leio manga/ uma BD/ um romance policial</i></p> <p><i>Opinions: É aborrecido/divertido!</i></p> <p><i>Justification (variation): porque</i></p> <p><i>Adjectives: interessante, excelente</i></p> <p>Expressing preferences : Eu gosto / Eu adoro / Eu detesto...</p>	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
Autumn 2	<p>What do I like to do? II</p> <p>Free time Activities II Preferences Justification Basic Needs Writing about personal information Time going by: Dates, hours and minutes</p> <p><u>Link with:</u> Mathematics</p>	<p>We keep exploring the topic of free time, after a quick recap of what has been learnt in Autumn 1, so that students can recover and widen their content by talking about themselves and their free time activities in as much detail as possible. This will include mention to preferences (from 'Eu adoro' to 'Eu detesto') and justification ('Eu gosto muito de ir ao cinema porque adoro os filmes da Marvel'). Then, we move to basic needs ('ter fome', 'ter sede) and recover the use of 'estar'.</p> <p>Next, student will be encouraged to deepen their reading skills, by reading, locating and transforming information. A sum up of the questions words learned so far will direct them to write themselves, providing more and more information. Finally, we will talking about dates, hours and minutes and students will learn how to interact orally and ask and tell the time in Portuguese.</p>	<p><i>Free time activities: jogar no parque, ir ao cinema, ler...</i></p> <p><i>Physical Traits: alto, baixo, olhos azuis, cabelo curto...</i></p> <p>Expressing preferences: Eu não gosto, eu gosto, eu adoro, eu detesto...</p> <p>Tempo: horas e meses, horas, minutos, segundos... Que horas são? São dez e meia.</p> <p>Ask about birthdays Quando é o teu aniversário? A três de setembro.</p> <p>Dates: 2025 = dois mil e vinte e cinco</p>	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
Spring 1	<p>Time going by:</p> <p>- hours and minutes</p>	<p>The term starts with introduction / recovery of vocabulary and structures related to dates, how to tell the time and birthdays. Having reinforced and enlarged content, promoted the production of oral and written enunciates,</p>	<p>✓ Talk about time: tempo, horas e meses horas, minutos, segundos...</p> <p>✓ Ask about time: Que horas são?</p>	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p>

	<ul style="list-style-type: none"> - ask and tell time - birthdays - dates <p>Daily Routine:</p> <ul style="list-style-type: none"> -daily activities -weekly activities -routine at school <p><u>Link with:</u> Geography Food Tech</p>	<p>students will associate important dates all over the year and their correspondent in Portuguese. Next, we move to the daily routine. Reusing the knowledge related to time, students will expand their knowledge and talk about their life on weekdays and weekends. We will also produce some complex sentences by expressing preferences on the highlights of each day and why students like them. Finally, students will learn how to combine their daily activities and express how frequent they are in the week, as a way to go deeper in the information they put together to share. .</p>	<ul style="list-style-type: none"> ✓ Answer about time São dez e meia. ✓ Ask about birthdays Quando é o teu aniversário? ✓ Answer about birthdays A três de setembro. ✓ Dates: 2025 = dois mil e vinte e cinco ✓ Parts of the day and the week: manhã, tarde, noite, fim de semana ✓ Frequency expressions: Uma vez por semana... 		<p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
<p>Spring 2</p>	<p>Healthy Lifestyle - Food</p> <ul style="list-style-type: none"> - The Portuguese Diet - Eating habits across different cultures - Eating out <p><u>Link</u> What do I like to do? II</p> <p>Preferences: Like and hate Justification</p> <p><u>Link with:</u> Mathematics Food Tech and PE</p>	<p>We start talking about food by introducing the new vocabulary topic related. Student will have access to vocabulary besides prepared, according to their needs and food habits, in order to be able to talk and write about them without any limitations. Next, student will contact with the Mediterranean Diet and its main characteristics. Next, they will listen and discuss about the food habits of the Portuguese. Then, they combine their food knowledge with some frequency adverbs that will allow to enrich their oral and written enunciations.</p> <p>Finally, the students will talk about eating out and its 'pros' and 'cons'. They will work with restaurant menus and cooking vocabulary as well as some locating prepositions the use of 'poder' (can). All is meant to help students elaborate statements on this topic and produce wonderfully long and complex enunciations in Portuguese.</p>	<ul style="list-style-type: none"> ✓ Meals: o pequeno-almoço, o almoço, o lanche e o jantar... ✓ Time Connectives: Antes, depois, durante, a seguir, primeiro, por fim.... ✓ Healthy Lifestyle: Dieta, saudável, estilo de vida, típica, fazer bem, fazer mal.... ✓ Eating out: o restaurante, o café, a comida rápida, pizzeria.... ✓ Frequency adverbs: frequentemente, raramente, sempre, nunca... 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>

SJBC Curriculum Termly Plan: Y9 PORTUGUESE

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
<p>Autumn 1</p>	<p>On Holidays: experiences</p> <p>What to do, where to go... Planning, comparing...</p> <p>What am I doing right now?</p> <p><u>Link with:</u> Geography PE</p>	<p>At the start of y9, the students brush up their Portuguese with the topics seen in y7 and y8, however at a deeper level in terms of variety of specific vocabulary and complexity of the language.</p> <p>We go back to holidays, always an exciting and enticing topic. This time it is about choosing holiday destinations and comparing the positives and the negatives.</p> <p>From there, students will meet a granny that is calling her grandchildren on their holidays and wonders how are they feeling right now about their experiences. Students will learn how to separate this new tense from the Simple Present.</p>	<ul style="list-style-type: none"> • Expressing preferences:  Eu não gosto, eu gosto, eu adoro, eu prefiro... • Comparing  Mais...do que, menos ... do que, o melhor... • Holidays  Férias, família, praia, sol, água, bronzeador.... • On the telephone  Olá, Estou?, Está lá, podia chamar ... • Weekend activities  Ir às compras, cinema, centro comercial... • Daily Activities  Estar na escola, jogar à bola, conversar no parque ... 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
<p>Autumn 2</p>	<p>Living in a house and planning my future</p> <p>Living in a house or a flat</p> <p>Plans for the future</p> <p><u>Link with:</u> Mathematics</p>	<p>On the return to school after half term break, we will talk about living and housing. Besides going through the main vocabulary. Students will be able to express their preferences and describe how their living space is like.</p> <p>Finally, we move to making plans for a near future using 'vou fazer', expressing future intent. Students will have the chance to separate <i>faço, estou a fazer e irei fazer</i> in most regular verbs and <i>amin</i> irregular ones. In lesson, several opportunities of practice, use and appropriation will be available to the students.</p>	<ul style="list-style-type: none"> • House...  Cozinha, sala de estar, sala de jantar, quarto... • House actions  Limpar, lavar, varrer e aspirar... • House furniture:  Cama, mesa, frigorífico, mesa... • Making Plans  Estou a pensar em..., quero, vou fazer • Expressing myself in the Present : eu falo... Present C – eu estou a falar... Near Future: eu vou falar 		<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
<p>Spring 1</p>	<p>Cultural Life: celebrations</p>	<p>Students brush up their Portuguese use of verb tenses at the start of the term. They will help two 'Portuguese friends' to prepare a gathering they are having next weekend. From the</p>	<ul style="list-style-type: none"> • Expressing preferences: Eu não gosto, eu gosto, eu adoro, eu prefiro... • Making Plans: 	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u></p>

	<p>and cultural attractions</p> <p>Gatherings: Send an invitation Planning a party</p> <p>Tourist Attractions: Reading public information and writing a postcard</p> <p><u>Link with:</u> Geography</p>	<p>invitation to the menu, students will have a say, getting them, thus, involved. Useful vocabulary will be available allowing students to be part of the preparation, in a confident way.</p> <p>From gatherings, we go to touristic attractions and will work on how to read tourist information, including write a post card home. Students will have the chance to understand better how one of the biggest aquariums in Europe works and what they need to do and know in order to visit the place. They will contact with tourist information about tickets and timetables. Finally, they have the chance to write a postcard in Portuguese about the visit they are making.</p>	<p>Estou a pensar em..., quero, vou fazer</p> <ul style="list-style-type: none"> • Prepare an event: Fazer planos, mandar convite, preparativos... • Writing an invitation: Fazer as compras, tarefas, dividir, Partes do convite, linguagem.... • Talk about touristic attractions: palácio, castelo, praça, museu, galeria de arte, convento, igreja, fonte, torre... • Visiting touristic attractions: bilhete, entrada, visita guiada, guia, cafetaria, loja de recordações... 		<p>Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>
Spring 2	<p>Town, region and country</p> <p>Weather</p> <p>Work</p> <p>Jobs and professional projects</p>	<p>On the return to school after half term break, we will talk about briefly about the weather. Besides going through the main vocabulary (seasons of the year, weather, climate and cardinal points), students will be able to talk about the weather, a topic so dear to the British people 😊.</p> <p>Finally, we move to the past and the ability to narrate events in the past. Students will have the chance to know add fiz to the previous list (faço, estou a fazer e irei fazer) in most regular verbs and a few irregular ones. In lesson, several opportunities of practice, use and appropriation will be available to the students.</p>	<ul style="list-style-type: none"> • Character adjectives: desarrumado, indeciso, falador, calado, impaciente preguiçoso, sociável, trabalhador... • Months of the year and seasons: Dezembro janeiro, fevereiro – inverno, etc... • Weather: neve / nevar, chuva/ chover, calor, frio, vento , sol, nuvens/ nevoeiro... • Situating in the past: ontem, na semana passada, o ano passado... • Frequency in the Past: frequentemente, imediatamente... 	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> Handouts and booklets (glued in the exercise-book)</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Videos in Portuguese</p>