

MFL

Year 8: Spanish

<p>Assessment Opportunities Students in year 8 are assessed on two skills per half term.</p> <p>Reading & Understanding Speaking- Read Aloud Listening & Responding Writing & Translation</p>	<p>Literacy/Reading opportunities Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in French, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p>CEIAG Links</p> <ul style="list-style-type: none"> • Students make writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV. • Students are made aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions. • Students are prepared for spontaneous questioning about themselves that could arise in an interview e.g. personal qualities and strengths.
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Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 8 Spanish Modern Foreign Language Department Scheme of Learning

Half term 1.1

[Knowledge organiser 1.1 Click here](#)

Topic and Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<p>¡Viva! 2 módulo 1 Mis vacaciones Unidad 1 pp. 8-9 De vacaciones</p> <p>“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”</p>	<p>TBAT conjugate the verb IR in the simple past (preterite)</p> <p>TBAT talk about a past holiday</p> <p>TBAT read short texts about holiday for gist and not complete</p>	<p>GV1 Tenses (preterite)</p> <p>LC1 Listening and responding</p> <p>LC4 Expressing ideas (writing)</p>	<p>Talking about a past holiday</p> <p>Using the preterite of the verb IR</p>	<p><i>¿Adónde fuiste de vacaciones? el año pasado el verano pasado Fui a... Escocia España Francia Gales Grecia Inglaterra Irlanda Italia ¿Con quién fuiste? Fui con... mi clase mi familia</i></p>	<p>Sound of the week: LL</p> <p>Sounds like English Y in “yo-yo”</p>	

<p>¡Viva! 2 módulo 1 Mis vacaciones Unidad 2 pp. 10–11 ¿Qué hiciste?</p>	<p>TBAT conjugate with confidence with the AR family of verbs in the simple past (preterite) across all six-verb people</p>	<p>GV1 Tenses (preterite)</p> <p>LC3 Conversation</p> <p>LC6 Reading comprehension</p>	<p>Conjugation – where have we seen this term before?</p> <p>A re-cap of how to form present tense structures and near future structures</p> <p>What is a translation trigger?</p> <p>AR verbs + preterite endings</p> <p>How to negate a sentence in the simple past</p>	<p><i>¿Qué hiciste en tus vacaciones de verano?</i> <i>Bailé.</i> <i>Compré una camiseta.</i> <i>Descansé en la playa.</i> <i>Mandé SMS.</i> <i>Monté en bicicleta.</i> <i>Nadé en el mar.</i> <i>Saqué fotos.</i> <i>Tomé el sol.</i> <i>Visité monumentos.</i> <i>el primer día</i> <i>luego</i> <i>más tarde</i></p>	<p>Sound of the week: CH</p> <p>Sounds like English CH in “cheese”</p>	
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<p>¡Viva! 1 Módulo 1 Mi vida Unidad 3 pp. 12–13 ¿Tienes hermanos?</p>	<p>TBAT talk about my age</p> <p>TBAT to use the verb TENER with all six people of the verb</p>	<p>GV2 Grammatical structures (indefinite articles)</p> <p>LC5 Speaking coherently and confidently</p> <p>LC6 Reading comprehension</p>	<p>Indefinite Articles</p> <p>The SIX people of the verb</p> <p>Verb conjugations</p> <p>What is an infinitive verb?</p>	<p><i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> <i>Numbers: uno to quince (and cero)</i> <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro.</i> <i>Tengo una hermanastra.</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i> <i>Soy hija única.</i></p>	<p>Sound of the week: hard C</p> <p>Sounds like English C in “car”</p>	<p>Checkpoint 1</p>
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Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 2 módulo 1 Mis vacaciones Unidad 3 pp. 12–13 El último día	TBAT conjugate with confidence with the ER & IR families of verbs in the simple past (preterite) across all six-verb people	GV1 Tenses (preterite) LC6 Translation into English LC8 Writing creatively	ER & IR verbs + preterite endings	<i>El último día de tus vacaciones, ¿qué hiciste?</i> <i>Bebí una limonada.</i> <i>Comí paella.</i> <i>Conocí a un chico guapo.</i> <i>Escribí SMS.</i> <i>Salí con mi hermana.</i> <i>Vi un castillo interesante.</i> <i>por la mañana</i> <i>por la tarde</i>		

Curriculum vision:



<p>¡Viva! 2 módulo 1 Mis vacaciones Unidad 4 pp. 14–15 ¿Cómo te fue?</p>	<p>TBAT use verb tables to deal with irregular verb forms such as SER in the simple past (preterite)</p>	<p>GV1 Tenses (preterite)</p> <p>LC5 Accurate pronunciation and intonation</p> <p>LC7 Literary texts</p>	<p>Preterite tense endings</p>	<p><i>¿Cómo te fue?</i> <i>Fue...</i> <i>divertido</i> <i>flipante</i> <i>genial</i> <i>guay</i> <i>horrible</i> <i>horroroso</i> <i>raro</i> <i>regular</i> <i>un desastre</i> <i>¿Por qué?</i> <i>Porque...</i> <i>conocí a una chica guapa.</i> <i>hizo buen tiempo.</i> <i>visité monumentos interesantes.</i> <i>comí algo malo y vomité.</i> <i>llovió.</i> <i>perdí mi pasaporte/mi móvil.</i> <i>Me gustó.</i> <i>Me encantó.</i></p>		
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Curriculum vision:

Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 2 módulo 1 Mis vacaciones Unidad 5 pp. 16–17 Speaking Skills: El verano pasado	TBAT prepare a short presentation about a past holiday to be delivered to the class.	GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently	To practise holiday vocabulary. To consolidate use of connectives, time expressions, verbs in the preterite, opinions and reasons and exclamations to make sentences more interesting.		Sound of the week: soft C Sounds like English TH in “thing”	
¡Viva! 2 módulo 1 Mis vacaciones Unidad 5 pp. 16–17 Speaking Skills: El verano pasado	TBAT give a presentation to the class about a past holiday. TBAT use a speaking mark scheme to identify the following: Range of language	GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) LC5 Speaking confidently	To practise holiday vocabulary. To consolidate use of connectives, time expressions, verbs in the preterite, opinions and reasons and exclamations to make sentences more interesting.		Sound of the week: CU + vowel Sounds like English QU in “queen”	

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	Accuracy Pronunciation intonation					
¡Viva! 2 módulo 1 Mis vacaciones Extention pp. 22–23 ¡Vaya vacaciones!	TBAT use & recognise the SIMPLE PRESENT and the SIMPLE PAST (preterite) simultaneously.	GV3 Developing vocabulary LC7 Literary texts LC8 Writing creatively	Distinguishing between present and preterite verb forms - 'we' form of -ar verbs in present/preterite as well as other people of the verb.		Sound of the week: Z Sounds like English TH in "thing".	
Grammar Review Using two different time frames (TENSES)	TBAT use 2 different tenses. Simple Present Simple Past (preterite)	GV4 Accuracy (grammar) GV1 Tenses	Repaso: Conjugation of the simple present tense with regular verbs Conjugation of the simple past (preterite) with regular verbs Using an irregular verb table to spot conjugate irregular			Listening and Dictation- Collective Feedback Speaking and reading aloud – Personalised feedback

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			verb forms.			
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Explicit link to CEAIG in year 8	Career industry/ sector link
<p>To prepare students for spontaneous questioning that could arise in an interview/workplace.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p>	
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To encourage skills such as 'reading for the gist' or 'scanning' which can be taken into any job role to save time and be efficient.</p>	

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