

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 1.2

[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
¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 1 pp. 30–31 Mi vida, mi móvil	TBAT talk about how I use my mobile phone	GV1 Tenses (present) LC5 Accurate pronunciation and intonation LC3 Conversation (using modes of address)	Using the present tense in first person	<i>¿Qué haces con tu móvil? Chateo con mis amigos. Comparto mis vídeos favoritos. Descargo melodías o aplicaciones. Hablo por Skype. Juego. Leo mis SMS. Mando SMS. Saco fotos. Veo vídeos o películas. todos los días dos o tres veces a</i>	Sound of the week: QU Sounds like English C in “car”	

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<p>¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 1 pp. 32–33 ¿Qué tipo de música te gusta?</p>	<p>TBAT talk about the types of music that I like</p> <p>TBAT use adverbs of frequency</p>	<p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC4 Expressing ideas (writing)</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 tipo de música te gusta?</i> <i>Me gusta.../Me encanta...</i> <i>No me gusta (nada)...</i> <i>el rap</i> <i>el R'n'B</i> <i>el rock</i> <i>la música clásica</i> <i>la música electrónica</i> <i>la música pop</i> <i>¿Qué tipo de música escuchas?</i> <i>Escucho rap.</i> <i>Escucho la música de...</i> <i>Escucho de todo.</i> <i>Mi cantante/grupo favorito es...</i> <i>Mi canción favorita es...</i> <i>Porque...</i> <i>me gusta la letra/la melodía/el ritmo es</i> <i>guay/horrible/tonto/a/triste</i> <i>En mi opinión...</i></p>	<p>Sound of the week: hard G</p> <p>Sounds like English G in “garden”</p>	
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<p>¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 3 pp. 34–35 Prefiero las comedias</p>	<p>TBAT talk about the types of TV programmes & Films that I like</p> <p>TBAT revise how to use comparatives and superlatives correctly</p>	<p>GV2 Grammatical structures (comparative)</p> <p>LC1 Listening and responding</p> <p>LC5 Speaking coherently and confidently</p>	<p>Listen to and understand a list of TV programme types</p> <p>Listen to people talk about what TV programmes they like, dislike and prefer</p> <p>Listen to two teenagers working through a questionnaire that features comparative adjectives</p>	<p><i>Un programa de deportes</i> <i>Una comedia</i> <i>Un concursoun documental</i> <i>Un reality</i> <i>Una serie policíaca</i> <i>El telediario</i> <i>Una telenovela</i> <i>Más...que</i> <i>Divertido/a</i> <i>Informativo/a</i> <i>Interesante</i> <i>Aburrido/a</i> <i>emocionante</i></p>	<p>Sound of the week: soft G</p> <p>Sounds like a harsh, throaty H</p>	<p>Checkpoint 2</p>
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<p>¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 3 pp. 36-37 saying what you did yesterday</p>	<p>TBAT talk about what you did yesterday</p>	<p>GV1 Tenses (preterite and present)</p> <p>LC2 Transcription</p> <p>LC8 Writing creatively</p>	<p>Using the preterite tense</p>	<p><i>¿Qué hiciste ayer?</i> <i>Bailé en mi cuarto.</i> <i>Hablé por Skype con mi abuela.</i> <i>Hice gimnasia.</i> <i>Hice kárate.</i> <i>Hice los deberes.</i> <i>Jugué en línea con mis amigos/as.</i> <i>Monté en bici.</i> <i>Salí con mis amigos/as.</i> <i>Vi una película.</i> <i>Ayer por la mañana</i> <i>Luego por la tarde</i> <i>un poco más tarde</i></p>	<p>Sound of the week: J</p> <p>Sounds like a harsh, throaty H</p>	

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<p>¡Viva! 2 módulo 2 Todo sobre mi vida Unidad 5 pp. 38–39 Reading Skills: Mi guía</p>	<p>TBAT understand a TV guide in Spanish</p> <p>TBAT deal with authentic texts</p>	<p>GV3 Developing vocabulary</p> <p>LC6 Reading comprehension (authentic texts)</p>	<p>Read and understand a TV guide</p> <p>Find the Spanish equivalents of listed English expressions</p> <p>Answer multiple choice questions about the TV guide</p> <p>Work out the meaning of unfamiliar words</p>	<p><i>Así que</i> <i>Más...que</i> <i>Mi/mis</i> <i>Su/sus</i> <i>Normalmente</i> <i>No</i> <i>Nunca</i> <i>O</i> <i>Además</i> <i>Porque</i> <i>También</i> <i>Sin embargo</i> <i>y</i></p>	<p>Sound of the week: N</p> <p>Sounds similar to English NY in “canyon”</p>	
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Topic & Link to Viva 2	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
El Día de los muertos Coco - Disney	<p>TBAT explain how the day of the dead festival works within Mexican culture</p> <p>TBAT complete a film review of the film Coco</p>	<p>GV3 Opinions and discussions LC4 Expressing ideas (speaking) LC4 Expressing ideas (writing)</p>	<p>To use holiday vocabulary.</p> <p>To consolidate use of connectives, time expressions, verbs in the preterite, opinions and reasons and exclamations to make sentences more interesting.</p>		<p>Sound of the week: V</p> <p>Sounds the same as letter B, as in English “ball”</p>	<p>Reading and translation into Spanish-Collective Feedback Writing and Translation into English- Personalised Feedback</p>

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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, accurate and creative by including connectives, intensifiers, verbs, adjectives, and negatives as well as opinions. 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>	
<p>To develop accurate listening and processing skills for lectures or interviews to be able to respond clearly and accurately.</p>	

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