

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 2.1

[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
¡Viva! 2 módulo 3 ¡A comer! Unidad 1 pp. 54–55 ¿Qué te gusta comer?	<p>TBAT talk about my likes and dislikes with regards to food and drink.</p> <p>TBAT use a wider range of opinions</p>	<p>GV3 Opinions and discussions</p> <p>LC2 Transcription</p> <p>LC8 Writing creatively</p>	<p>el agua (feminine) & other gender confused nouns</p> <p>Me gusta(n) + definite article</p>	<p><i>¿Qué te gusta comer/beber?</i> <i>¿Qué no te gusta comer/beber?</i> <i>Prefiero...</i> <i>Odio...</i> <i>Me gusta(n) (mucho)...</i> <i>Me encanta(n)...</i> <i>No me gusta(n) (nada)...</i> <i>el agua</i> <i>el arroz</i> <i>la carne</i> <i>los caramelos</i> <i>la fruta</i> <i>las hamburguesas</i></p>	<p>Sound of the week: R</p> <p>Short tapped R on the roof of the mouth – compare “pero” and “perro”</p>	

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<p>¡Viva! 2 módulo 3 ¡A comer! Unidad 2 pp. 56–57 ¿Qué desayunas?</p>	<p>TBAT describe mealtimes</p> <p>TBAT explain the differences between Spanish & British mealtimes</p> <p>TBAT use a wider range of negatives</p>	<p>GV2 Grammatical structures (negatives)</p> <p>LC1 Listening and responding</p> <p>LC7 Literary texts</p>	<p>Using negative structures</p>	<p>¿Qué desayunas? Desayuno... café cereales churros Cola Cao™ té tostadas yogur zumo de naranja No desayuno nada. ¿Qué comes? Como... un bocadillo fruta paella ¿Qué cenas? Ceno... patatas fritas pescado con arroz pollo con ensalada No como.../Nunca como... ¿A qué hora desayunas/comes/cenas? Desayuno/Como/No a las...</p>	<p>Sound of the week: RR</p> <p>Rolled R – compare “pero” and “perro”</p>	
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<p>¡Viva! 2 módulo 3 ¡A comer! Unidad 3 pp. 58–59 En el restaurante</p>	<p>TBAT to order food and drink in a restaurant</p> <p>TBAT to understand different menus</p> <p>TBAT to design the perfect menu.</p>	<p>GV4 Accuracy (grammar)</p> <p>LC3 Conversation (using modes of address)</p> <p>LC4 Expressing ideas (writing)</p>	<p>Using the formal <i>you</i> (usted/ustedes)</p>	<p><i>Buenos días.</i> <i>¿Qué va a tomar (usted)?</i> <i>¿Qué van a tomar (ustedes)?</i> <i>¿Y de segundo?</i> <i>¿Para beber?</i> <i>¿Algo más?</i></p> <p><i>Tengo hambre.</i> <i>Tengo sed.</i> <i>de primer/segundo plato</i> <i>de postre</i> <i>Voy a tomar...</i> <i>chuletas de cerdo</i> <i>ensalada mixta</i> <i>filete</i> <i>helado de chocolate/fresa/vainilla</i> <i>huevos fritos</i> <i>pan</i> <i>pollo con pimientos</i> <i>sopa</i> <i>tarta de queso</i> <i>tortilla española</i> <i>cola</i></p> <p><i>Nada más, gracias.</i> <i>La cuenta, por favor.</i></p>	<p>Sound of the week: H</p> <p>Always silent, as in English “honest”</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
<p>¡Viva! 2 módulo 3 ¡A comer! Unidad 4 pp. 60–61 ¿Qué vamos a comprar?</p>	<p>TBAT to use the near future tense to talk about what I am going to buy for a party.</p>	<p>GV1 Tenses (near future) LC5 Accurate pronunciation and intonation LC8 Writing creatively</p>	<p>Using the near future tense</p>	<p><i>Día</i> <i>Hora</i> <i>Lugar</i> <i>¿Qué vas a traer/comprar?</i> <i>Voy a traer...</i> <i>Fajitas</i> <i>Guacamole</i> <i>Quesadillas</i> <i>Voy a comprar...</i> <i>una botella de...</i> <i>200 gramos de...</i> <i>un kilo/medio kilo de...</i> <i>un paquete de...</i> <i>Aguacates</i> <i>Limonada</i> <i>Queso</i></p>	<p>Sound of the week: A</p> <p>Sounds like A in English “apple”</p>	

Curriculum vision:

<p>No explicit link to ¡Viva! 2</p>	<p>TBAT to buy food and drink in a supermarket or market</p> <p>TBAT order different quantities and amounts</p> <p>TBAT to work out amounts in euros</p>	<p>GV3 Opinions and discussions</p> <p>LC7 Language and culture</p>	<p>Talk about specific quantities & amounts (metric system)</p>	<p><i>Fruit</i> <i>Vegetables</i> <i>Repaso of different foods and drinks</i> <i>Box, carton, bottle, bag</i></p>	<p>Sound of the week: O</p> <p>Sounds similar to English O in “dog”</p>	<p>Listening and Dictation-Collective Feedback Speaking and reading aloud – 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 as well as giving presentations</p> <p>Making writing interesting 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 practise transcription skills which promotes accurate listening skills to be able to respond accurately in interviews or at university</p>	
<p>To discuss modes of address and manners which are important in both business situations and at university.</p>	

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