

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 2.2

[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
<p>¡Viva! 2 módulo 4 ¿Qué hacemos? Unidad 1 pp. 78–79 ¿Te gustaría ir al cine?</p>	<p>TBAT arrange an outing.</p> <p>TBAT use the expression me gustaría + infinitive verb form to say what I would like to do.</p>	<p>GV2 Grammatical structures (me gustaría + infinitive)</p> <p>LC5 Accurate pronunciation and intonation</p> <p>LC6 Translation into English</p>	<p>Using the conditional with infinitive verbs</p>	<p><i>¿Te gustaría ir al/la...?</i> <i>Cine</i> <i>Bolera</i> <i>Cafetería</i> <i>centro comercial</i> <i>Museo</i> <i>Parque</i> <i>pista de hielo</i> <i>Polideportivo</i> <i>¿Te gustaría venir a mi casa?</i> <i>Vale.</i> <i>De acuerdo.</i> <i>Muy bien.</i> <i>¡Genial!</i> <i>Sí, me gustaría</i></p>	<p>Sound of the week: E</p> <p>Sounds similar to E in English “fed”</p>	

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<p>¡Viva! 2 módulo 4 ¿Qué hacemos? Unidad 2 pp. 80–81 Lo siento, no puedo</p>	<p>TBAT make excuses and give reasons</p> <p>TBAT use the highly irregular verbs PODER and QUERER</p> <p>TBAT explain how a stem changing verb works</p> <p>TBAT explain the terms:</p> <p>BOOT VERB STEM CHANGING RADICAL CHANGING SPELLING CHANGING</p>	<p>GV2 Grammatical structures (stem-changing verbs)</p> <p>LC3 Conversation</p> <p>LC4 Expressing ideas (writing)</p>	<p>Boot verbs / stem changing verbs / spelling change verbs / radical changing verbs.</p>	<p><i>¿Quieres salir? Lo siento, no puedo. Tengo que... hacer los deberes ordenar mi dormitorio cuidar a mi hermano pasear al perro lavarme el pelo salir con mis padres No quiero. No tengo dinero. No puede salir.</i></p>	<p>Sound of the week: I</p> <p>Sounds like EE in English “feed”</p>	<p>Checkpoint 2</p>
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<p>¡Viva! 2 módulo 4 ¿Qué hacemos? Unidad 3 pp. 82–83 ¿Cómo te preparas?</p>	<p>TBAT use reflexives verbs in the Simple Present Tense</p>	<p>GV2 Grammatical structures (reflexive verbs)</p> <p>LC6 Reading comprehension</p> <p>LC8 Writing creatively</p>	<p>Using the formal <i>you</i> (usted/ustedes)</p>	<p><i>¿Cómo te preparas cuando sales de fiesta?</i> <i>Me baño.</i> <i>Me ducho.</i> <i>Me lavo la cara.</i> <i>Me lavo los dientes.</i> <i>Me visto.</i> <i>Me maquillo.</i> <i>Me peino.</i> <i>Me aliso el pelo.</i> <i>Me pongo gomina.</i> <i>Primero...</i> <i>Luego...</i> <i>Después...</i> <i>Finalmente...</i> <i>Siempre</i> <i>a veces</i> <i>nunca</i></p>	<p>Sound of the week: U</p> <p>Sounds similar to OO in English “food”</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 4 ¿Qué hacemos? Unidad 4 pp. 84–85 ¿Qué vas a llevar?	<p>TBAT talk about and describe items of clothing</p> <p>TBAT use demonstrative adjectives correctly in singular and plural forms</p> <p>TBAT use the near future tense correctly</p>	<p>GV2 Grammatical structures (demonstrative adjectives)</p> <p>LC1 Listening and responding</p> <p>LC4 Expressing ideas (writing)</p>	Using demonstrative adjectives	<p><i>¿Qué llevas normalmente los fines de semana?</i></p> <p><i>Normalmente los fines de semana llevo...</i></p> <p><i>un jersey</i></p> <p><i>un vestido</i></p> <p><i>una camisa</i></p> <p><i>una camiseta</i></p> <p><i>una falda</i></p> <p><i>una gorra</i></p> <p><i>una sudadera</i></p> <p><i>unos pantalones</i></p> <p><i>unos vaqueros</i></p> <p><i>unos zapatos</i></p> <p><i>unas botas</i></p> <p><i>unas zapatillas de</i></p>	<p>Sound of the week: El</p> <p>Sounds like AI in English “paid”</p>	

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<p>No explicit link to ¡Viva! 2</p>	<p>TBAT conjugate the SIMPLE FUTURE tense (regular forms) with all six people of the verb</p> <p>TBAT distinguish between the SIMPLE and NEAR future tenses.</p>	<p>GV2 Grammatical structures</p> <p>GV1 Tenses (simple future)</p>	<p>SIMPLE FUTURE tense</p> <p>NEAR FUTURE tense</p> <p>Stem</p> <p>Endings</p> <p>Use of accents with some time frames (tenses)</p>		<p>Sound of the week: IE</p> <p>Sounds like YE in English “yes”</p>	<p>Reading and translation into Spanish-Collective Feedback</p> <p>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 conversation, using correct intonation that could arise in an interview/workplace.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives as well as expressing ideas. 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>	

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