

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 3.1

[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 5 Operación verano Unidad 1 pp. 104–105 ¿Qué casa prefieres?</p>	<p>TBAT describe a holiday home</p> <p>TBAT use comparatives in Spanish</p>	<p>GV2 Grammatical structures (comparatives)</p> <p>LC2 Transcription</p> <p>LC3 Conversation</p>	<p>Using the comparative</p>	<p><i>Esta casa/Este piso es (muy)...</i> <i>Amplio/a</i> <i>Antiguo/a</i> <i>Bonito/a</i> <i>Cómodo/a</i> <i>Feo/a</i> <i>Grande</i> <i>Maravilloso/a</i> <i>Moderno/a</i> <i>Pequeño/a</i></p> <p><i>Está... cerca de la playa en el centro en la montaña</i></p>	<p>Sound of the week: Al</p> <p>Sounds like English word “eye”</p>	

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<p>¡Viva! 2 módulo 5 Operación verano Unidad 2 pp. 106–107 ¿Qué se puede hacer en...?</p>	<p>TBAT recommend activities using the SE PUEDE + Infinitive verb structure</p> <p>TBAT use the superlative in Spanish</p> <p>TBAT distinguish the difference between a comparative and a superlative in Spanish</p>	<p>GV2 Grammatical structures (superlatives)</p> <p>LC4 Expressing ideas (writing)</p> <p>LC8 Translation into Spanish</p>	<p>Se puede + infinitive</p> <p>Using the superlative</p>	<p><i>¿Qué se puede hacer en...? Se puede(n)... hacer actividades náuticas hacer artes marciales hacer senderismo ir a la bolera ir a la playa ir al restaurante ir de compras ir de paseo en bicicleta jugar al golf jugar al tenis jugar al voleibol ver la catedral visitar el/un castillo</i></p>	<p>Sound of the week: UE</p> <p>Sounds like “we” in English “west”</p>	<p>Checkpoint 1</p>
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<p>¡Viva! 2 módulo 5 Operación verano Unidad 3 pp. 108–109 ¿Dónde está?</p>	<p>TBAT revise places in the town vocabulary</p> <p>TBAT ask for and give directions in Spanish</p>	<p>GV2 Grammatical structures (imperative)</p> <p>LC2 Transcription</p> <p>LC6 Reading comprehension</p>	<p>Using the imperative</p>	<p><i>¿Dónde está...? la catedral la estación de tren el minigolf el parque acuático el parque de atracciones la pista de karting el zoo Sigue todo recto. Dobla a la derecha/izquierda. Toma la primera a la derecha/izquierda. Toma la segunda a la derecha/izquierda. Cruza la plaza. Está a la derecha/izquierda.</i></p>	<p>Sound of the week: EU</p> <p>Treat as two separate sounds “eh” and “oo” placed together</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 5 Operación verano Unidad 4 pp. 110–111 Campamentos de verano	TBAT talk about summer camps using THREE different time frames together PRESENT SIMPLE PAST (preterite) FUTURE (simple & near)	GV1 Tenses (present, preterite and near future) LC5 Accurate pronunciation and intonation LC5 Speaking coherently and confidently	Using three tenses (present, preterite, near future) together	<i>el campamento de verano</i> <i>Vas a hacer/ir...</i> <i>Voy a escoger...</i> <i>porque...</i> <i>Me gusta...</i> <i>Me encanta...</i> <i>Me gustaría mucho...</i> <i>Me encantaría...</i>	Sound of the week: AU Sounds like OU in English “house”	Listening and Dictation-Collective Feedback Speaking and reading aloud – Personalised feedback

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Explicit link to CEAIG in year 8	Career industry/ sector link
<p>To prepare students for coherent, confident conversation and expression of ideas 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>	
<p>To practise listening skills for accuracy and give students confidence to respond well. These skills are useful at university and in job interviews.</p>	

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