



Subject: Spanish Year 8 Overview 2020/21

Key content – knowledge and skills	National Curriculum Focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none">- Describing your family- Using possessive adjectives- Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i>- Describing your hair and eye colour- Using the verbs <i>ser</i> and <i>tener</i>- irregular verbs <i>tener</i> and <i>ser</i>- position of adjectives (after the noun)- Saying what other people look like- Using verbs in the third person- Agreement of adjectives with nouns	<p>1. Listening</p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p>
<p><u>Autumn 2:</u></p> <ul style="list-style-type: none">- Describing where you live- Using the verb <i>estar</i> (to be)- the verb <i>estar</i>- Reading about the carnival in Cadiz- Looking up new Spanish words in a dictionary- Creating a video about yourself- Planning and giving a presentation	<p>3. Reading</p> <p>3.b read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p>
<p><u>Spring 1</u></p> <ul style="list-style-type: none">- Describing your town or village- Using 'a', 'some' and 'many' in Spanish- <i>un/una, unos/unas</i> and <i>muchos/muchas</i>- Telling the time- Using the verb <i>ir</i> (to go)- <i>ir</i> – to go (present tense)- Ordering in a café- Using the verb <i>querer</i> (to want)- stem-changing verb <i>querer</i>	<p>1. Listening</p> <p>1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p>1.b transcribe words and short sentences that they hear with increasing accuracy.</p> <p>4. Writing</p> <p>4.b and translate short written text accurately into the foreign language.</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p>
<p><u>Spring 2</u></p> <ul style="list-style-type: none">- Saying what you are going to do at the weekend- Using the near future tense- the near future tense (<i>voy, vas, va, etc. + infinitive</i>)- Understanding people describing their town	<p>2. Speaking</p> <p>2.a initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.</p> <p>2.b express and develop ideas clearly and with increasing accuracy, both orally and in writing. (general conversation)</p> <p>2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p>



<ul style="list-style-type: none">- Listening for detail- Writing a blog about your town and activities- Using two tenses together <p><u>Summer 1:</u></p> <ul style="list-style-type: none">- Talking about a past holiday- Using the preterite of <i>ir</i>- preterite of <i>ir</i> (full paradigm)- Saying what you did on holiday- Using the preterite of regular <i>-ar</i> verbs- preterite of regular <i>-ar</i> verbs (full paradigm)- preterite of <i>sacar</i>: spelling change <i>saqué</i>- preterite + <i>no</i>- Describing the last day on holiday- Using the preterite of <i>-er</i> and <i>-ir</i> verbs- preterite of regular <i>-er</i> and <i>-ir</i> verbs (full paradigm)- preterite of <i>ver</i>: <i>vi</i> <p><u>Summer 2:</u></p> <ul style="list-style-type: none">- Saying what your holiday was like- Using the preterite of <i>ser</i>- preterite of <i>ser</i>- Giving a presentation about your holiday- Making your sentences interesting- Saying what you use your phone for- Revising the present tense- present tense of regular <i>-ar</i>, <i>-ir</i>, <i>-er</i> verbs, full paradigm (revision)- present tense of stem-changing verbs (revision)- Saying what type of music you like- Giving a range of opinions- <i>Me gusta</i> + the definite article	<p><u>Grammar and Vocabulary</u></p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>4. Writing</p> <p>4.a write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p>5. Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.c develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p>5.d use accurate grammar, spelling and punctuation</p> <p>3. Reading</p> <p>3.a read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.</p> <p>Grammar and Vocabulary</p> <p>5.a. identify and use tenses or other structures, which convey the present (5.a pr), past (5.a pa), & future(5.a fu), as appropriate to the language being studied.</p> <p>5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p>5.d use accurate grammar, spelling and punctuation</p>
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Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut1 Spr1]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo card and general conversation) **[Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Aut2; Sum2]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum1]**
 - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)
 - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level)
 - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level)



Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



Subject: Spanish Year 8
Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	V1M4 U1 ¿Cuántas personas hay en tu familia? (Describing your family; using possessive adjectives mi/tu/su and mis/tus/sus)
Aut1-2		
Aut1-3		V1M4 U2 ¿De qué color tienes los ojos? (Describing hair and eye colour; using verbs ser and tener; position of adjectives)
Aut1-4		
Aut1-5	October	V1M4 U3 ¿Cómo es? (Saying what other people look like; using verbs in the third person; adjective agreement)
Aut1-6		Revision and Assessment - Listening
Aut1-7		
		Half term holiday
Aut2-1	November	V1M4 U4 ¿Cómo es tu casa o tu piso? (Describing where you live; using the verb estar)
Aut2-2		
Aut2-3		V1M4 U5 Reading skills: El carnaval en familia (Reading about the carnival in Cadiz; looking up new words in a dictionary)
Aut2-4		
Aut2-5		V1M4 U6 Autorretrato (Creating a video about yourself; planning and giving a presentation)
Aut2-6	December	Revision and Assessment - Reading
Aut2-7		
		Christmas holiday
Spr1-1	January	V1M5 U1 ¿Qué hay en tu ciudad? (Describing your town or village; using 'a', 'some' and 'many' in Spanish)
Spr1-2		
Spr1-3		V1M5 U2 ¿Qué haces en la ciudad? (Telling the time; using the verb ir in the present tense)
Spr1-4		
Spr1-5		V1M5 U3 En la cafetería (Ordering in a café; using the stem-changing verb querer)
Spr1-6	February	Revision and Assessment – Listening, Writing
		Half term holiday
Spr2-1	March	V1M5 U4 ¿Qué vas a hacer? (Saying what you are going to do at the weekend; using the near future tense)
Spr2-2		
Spr2-3		V1M5 U5 Listening skills: ¿Te gusta tu ciudad? (Understanding people describing their town; listening for detail)
Spr2-4		
Spr2-5		V1M5 U6 Mi vida en La Habana (Writing a blog about your town and activities; using two tenses together)
Spr2-6		Revision and Assessment- Speaking
		Easter holiday
Sum1-1	May	V2M1 U1 De vacaciones (Talking about a past holiday; using the preterite of the verb ir)
Sum1-2		
Sum1-3		V2M1 U2 ¿Qué hiciste? (Saying what you did on holiday; using the preterite of regular -ar verbs and sacar)
Sum1-4		
Sum1-5		V2M1 U3 El último día (Describing the last day on holiday; using the preterite of -er and -ir verbs)
Sum1-6		Revision and Assessment- Writing
		Half term holiday
Sum2-1	June	V2M1 U4 ¿Cómo te fue? (Saying what your holiday was like; using the preterite of the verb ser)
Sum2-2		
Sum2-3		V2M1 U5 Speaking skills: El verano pasado (Giving a presentation about your holiday; making your sentences interesting)
Sum2-4		
Sum2-5		V2M2 U1 Mi vida, mi móvil (Saying what you use your phone for; revising the present tense)
Sum2-6		
Sum2-7		V2M2 U2 ¿Qué tipo de música te gusta? (Saying what type of music you like; giving a range of opinions)
		Revision and Assessment- Reading