



Subject: Spanish Year 8 Overview 2020/21

Year 8	
<p>The Connected Curriculum Spanish language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.</p>	
<p>English Sound understanding and knowledge of word classes are fundamental to pupil progress in Spanish. Pupils understand, recognise, use and engage in regular discussion around: spelling (in Spanish and in English), connectives (simple and complex), nouns, pronouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/reflexive/conjugations in the present, past (preterite) and future tenses)), adjectives (of colour/size; possessive), adverbs, sequencers, prepositions, agreement (singular/plural, masculine/feminine).</p> <p>As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas, opinions (with justifications) and comparatives. Pupils also distinguish between language used for formal and informal situations.</p>	
<p>Maths In the spring term pupils use numbers to read menu prices in euros. In the summer term they learn and use higher numbers to refer to different weights and measures (e.g. kilo/grammes) in a grocery store. In the summer term pupils will incorporate the use of the Venn Diagram to build comprehension skills - to compare and contrast information when talking about music preferences.</p>	
<p>Computing Links will be made with e-safety and talking about phone use and the internet in the autumn term.</p>	
<p>Drama Pupils will create and perform a role play for their speaking assessment in the spring term.</p>	
<p>Food tech In the spring term pupils talk about food choices, mealtimes and ordering a meal in a restaurant. They use vocabulary to talk about traditional regional dishes of Spain.</p>	
<p>Geography In the autumn term pupils talk about and locate different holiday destinations - countries and their geographical locations on a world map. In particular, they learn about Latin American countries and identify where they are in South America. In the summer term they use vocabulary to talk about the different regions of Spain and their traditional dishes.</p>	
<p>Music Pupils use language to talk about, and express their opinion on different genres of music in the spring term.</p>	
Key content – knowledge and skills	National Curriculum Focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> - Talking about a past holiday; Using the preterite of <i>ir</i> (full paradigm) - Saying what you did on holiday; Using the 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 (full paradigm) preterite of <i>ver</i>: <i>vi</i> 	<p>1. Listening 1.a listen to a variety of forms of spoken language to obtain information and respond appropriately. 1.b transcribe words and short sentences that they hear with increasing accuracy. 5. Grammar and Vocabulary 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>	<p>3. Reading</p>



- Saying what your holiday was like
- Using the preterite of *ser*
- Giving a presentation about your holiday
- Making your sentences interesting
- Revising the present tense of regular *-ar*, *-ir*, *-er* verbs, full paradigm
- Present tense of stem-changing verbs (revision)
- Using the present and the preterite together
- Saying what you use your phone for

Spring 1:

- Saying what type of music you like
- Giving a range of opinions
- *Me gusta* + the definite article
- Talking about TV
- Using the comparative
- present tense of *preferir* (full paradigm)
- making comparisons: *más... que...*
- Saying what you did yesterday
- Using the present and the preterite
- preterite of *hacer* (full paradigm)
- using the present and the preterite together
- Understanding a TV guide
- Tackling an authentic text

Spring 2

- Saying what food you like
- Using a wider range of opinions
- *el agua* (feminine)
- *Me gusta(n)* + definite article
- Describing mealtimes
- Using negatives
- negatives: *no*, *nunca*, *no... nada*
- Ordering a meal
- Using *usted / ustedes*
- familiar/polite 'you': *tú / usted / ustedes*
- using the present and the preterite together

Summer 1:

- Discussing what to buy for a party; Using the near future (full paradigm)
- Giving an account of a party; using three tenses (present, preterite, near future)

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.

5. Grammar and Vocabulary

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.

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

5.d use accurate grammar, spelling and punctuation

1. Listening

1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.

1.b transcribe words and short sentences that they **hear** with increasing accuracy.

4. Writing

4.b and translate short written text accurately into the foreign language.

5. Grammar and Vocabulary

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.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

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

5.d use accurate grammar, spelling and punctuation

2. Speaking

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.

2.b express and develop ideas clearly and with increasing accuracy, **both orally and in writing**. (general conversation)

2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.

Grammar and Vocabulary

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.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

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

5.d use accurate grammar, spelling and punctuation

4. Writing

4.a write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,



<p>together; -ar verbs: 'we' form of preterite/present tense identical</p> <ul style="list-style-type: none"> - Using coping strategies when speaking - Responding to what people say - Arranging to go out; Using <i>me gustaría</i> + infinitive; <i>a + el = al</i>; <i>de + el = del</i> - conditional: <i>me/te gustaría</i> + infinitive <p><u>Summer 2</u></p> <ul style="list-style-type: none"> - Making excuses - Using <i>querer</i> and <i>poder</i> - Stem-changing verbs <i>querer</i>, <i>poder</i> (present tense) - Discussing getting ready to go out - Using reflexive verbs - reflexive verbs (present tense) 	<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 English to Spanish (a minimum of 35 words at foundation level and 50 words at higher level)

Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

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 encourage positive discussions around language, prompted by questions such as:

- In what way does my language define me?
- How does language unite or divide us?
- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to Spanish-speaking countries; many of which 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 2020/21

Week	Month	Learning Intentions and/or Key Questions	
Aut1-1	September	V2M1 U1 De vacaciones (Talking about a past holiday; using the preterite of the verb ir)	
Aut1-2			
Aut1-3		V2M1 U2 ¿Qué hiciste? (Saying what you did on holiday; using the preterite of regular -ar verbs and sacar)	
Aut1-4			
Aut1-5	October	V2M1 U3 El último día (Describing the last day on holiday; using the preterite of -er and -ir verbs)	
Aut1-6		Revision and Assessment- Listening	
Aut1-7			
Half term holiday			
Aut2-1	November	V2M1 U4 ¿Cómo te fue? (Saying what your holiday was like; using the preterite of the verb ser)	
Aut2-2			
Aut2-3		V2M1 U5 Speaking skills: El verano pasado (Giving a presentation about your holiday; making your sentences interesting)	
Aut2-4			
Aut2-5		V2M2 U1 Mi vida, mi móvil (Saying what you use your phone for; revising the present tense)	
Aut2-6	December	Las Celebraciones Navideñas (Christmas Celebrations)	
Aut2-7		Revision and Assessment- Reading	
Christmas holiday			
Spr1-1	January	V2M2 U2 ¿Qué tipo de música te gusta? (Saying what type of music you like; giving a range of opinions)	
Spr1-2			
Spr1-3		V2M2 U3 Prefiero las comedias (Talking about TV; using the comparative)	
Spr1-4		V2M2 U4 ¿Qué hiciste ayer? (Saying what you did yesterday; using the present and the preterite together)	
Spr1-5			
Spr1-6	February	V2M2 U5 Reading skills: Mi guía (Understanding a TV guide; tackling an authentic text)	
Revision and Assessment – Listening, Writing			
Half term holiday			
Spr2-1	March	V2M3 U1 ¿Qué te gusta comer? (Saying what food you like; using a wider range of opinions)	
Spr2-2			
Spr2-3		V2M3 U2 ¿Qué desayunas? (Describing mealtimes; using negatives)	
Spr2-4		V2M3 U3 En el restaurante (Ordering a meal; using usted/ustedes)	
Spr2-5			
Spr2-6		Revision and Assessment- Speaking	
Easter holiday			
Sum1-1	April	V2M3 U4 ¿Qué vamos a comprar? (Discussing what to buy for a party; using the near future)	
Sum1-2			
Sum1-3		May	V2M3 U5 ¡Fiesta! (Giving an account of a party; using three tenses together: present, preterite, near future)
Sum1-4			
Sum1-5			V2M3 U6 ¿Y tú? ¿Qué opinas? (Using coping strategies when speaking; responding to what people say)
Sum1-6			V2M4 U1 ¿Te gustaría ir al cine? (Arranging to go out; using me gustaría + infinitive)
Revision and Assessment- Writing			
Half term holiday			
Sum2-1	June	V2M4 U2 Lo siento, no puedo (Making excuses; using stem-changing verbs querer and poder)	
Sum2-2			
Sum2-3		V2M4 U3 ¿Cómo te preparas? (Discussing getting ready to go out; reflexive verbs)	
Sum2-4			



Sum2-5	July	V2M4 U4 ¿Qué vas a llevar? (Talking about clothes; using the demonstrative adjective 'this/these'; adjective agreement)
Sum2-6		V2M4 U5 ¡Hoy partido! (Talking about sporting events; using three tenses together: present, preterite, near future)
Sum2-7		Revision and Assessment- reading



Subject: Spanish y8 2020/21
Unit: Módulo 1: Mis vacaciones
Medium-term plan: Autumn 1

Year 8 Autumn Half Term 1	¡Viva! Rojo Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
Week 1/2	<i>Unidad 1</i> pp. 8–9 (The Module 1 Opener pp. 6–7 could be used as a starter)	Talking about a past holiday Using the preterite of <i>ir</i>	preterite of <i>ir</i> (full paradigm)	<i>¿Adónde fuiste de vacaciones? el año pasado el verano pasado Fui a... Escocia, España, Francia ¿Con quién fuiste? Fui con... mi clase, mi familia, mis padres ¿Cómo fuiste? Fui/Fuimos en... autocar, avión, barco, coche</i>	Front-of-class p.008 Flashcards p.008 Class game p.009 Thinking skills worksheet Homework Listening A/B Reading A/B Grammar Vocabulary
Week 3/4	<i>Unidad 2</i> pp. 10–11 <i>¿Qué hiciste?</i>	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 sacar: spelling change <i>saqué</i> preterite + <i>no</i>	<i>¿Qué hiciste en tus vacaciones de verano? Bailé. Compré una camiseta. Descansé en la playa. Mandé SMS. Monté en bicicleta. Nadé en el mar. Saqué fotos. Tomé el sol. Visité monumentos. el primer día luego más tarde</i>	Front-of-class Starter 2 resource p.010 Flashcards p.010 Grammar presentation p.010 Grammar practice p.010 Video + Video worksheet p.011 Class game Homework Listening A/B Reading A/B Grammar Vocabulary



				<i>después</i>	
Week 5/6	<i>Unidad 3</i> pp. 12–13 <i>El último día</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: vi</i>	<i>El último día de tus vacaciones, ¿qué hiciste?</i> <i>Bebí una limonada.</i> <i>Comí paella.</i> <i>Conocí a un chico guapo.</i> <i>Escribí SMS.</i> <i>Salí con mi hermana.</i> <i>Vi un castillo interesante.</i> <i>por la mañana</i> <i>por la tarde</i>	Front-of-class Starter 1 resource p.012 Flashcards p.012 Grammar presentation p.012 Grammar practice p.013 Grammar worksheet Homework Listening A/B Reading A/B Grammar Vocabulary
Week 6/7	<i>Unidad 1</i> pp. 30–31 <i>Mi vida, mi móvil</i> (The Module 2 Opener pp. 28-29 could be used as a starter)	Saying what you use your phone for Revising the present tense	present tense of regular <i>-ar, -ir, -er</i> verbs, full paradigm (revision) present tense of stem-changing verbs (revision)	<i>¿Qué haces con tu móvil?</i> <i>Chateo con mis amigos.</i> <i>Comparto mis vídeos favoritos.</i> <i>Descargo melodías o aplicaciones.</i> <i>Hablo por Skype.</i> <i>Juego.</i> <i>Leo mis SMS.</i> <i>Mando SMS.</i> <i>Saco fotos.</i> <i>Veo vídeos o películas.</i> <i>todos los días</i> <i>dos o tres veces a la semana</i> <i>a veces</i> <i>de vez en cuando</i> <i>nunca</i>	Front-of-class p.030 Flashcards p.030 Grammar presentation p.031 Thinking skills worksheet Homework Listening A/B Reading A/B Grammar Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none"> Pupil Book pp. 20-21 <i>iResumen!</i> and <i>iPrepárate!</i> 				



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- Pupil Book pp. 22-23 *iGramática!*
- Pupil Book pp. 24-25 *iPalabras!*
- Pupil Book pp. 120-121 *iTe toca a ti!*
- Assessment Pack End of Module 1 tests **listening**



Subject: Spanish y8 2020/21

Unit: *Módulo 2: Todo sobre mi vida*

Medium-term plan: Autumn 2

Year 8 Autumn Half Term 2	¡Viva! Rojo Unit number and title	Learning Intentions/Key Questions/language	Learning goals for students/ content to cover	Suggested activities and differentiation	
			Grammar		
Week 1/2	<i>Unidad 4</i> pp. 14–15 <i>¿Cómo te fue?</i>	Saying what your holiday was like Using the preterite of ser	preterite of <i>ser</i>	<p><i>¿Cómo te fue?</i> <i>Fue...</i> <i>divertido, flipante, genial,</i> <i>guay</i> <i>horrible, horroroso</i> <i>conocí a una chica guapa.</i> <i>hizo buen tiempo.</i> <i>visité monumentos</i> <i>interesantes.</i> <i>comí algo malo y vomité.</i> <i>llovió.</i> <i>perdí mi pasaporte/mi</i> <i>móvil.</i> <i>Me gustó.</i> <i>Me encantó.</i></p>	<p>Front-of-class p.014 Flashcards 1 p.014 Flashcards 2 p.014 Grammar presentation p.014 Video + Video worksheet p.014 Class game Homework Listening A/B Reading A/B Vocabulary</p>
Week 3/ 4	<i>Unidad 5</i> pp. 16–17 <i>El verano pasado</i>	Giving a presentation about your holiday Making your sentences interesting	Nothing new	<p><i>No new key language.</i> <i>Pupils develop speaking</i> <i>skills using key language</i> <i>from the chapter</i></p>	<p>Front-of-class p.017 Extension worksheet</p>
Week5	pp. 18-19 <i>¡Vaya vacaciones!</i>	Using the present and the preterite together Describing an amazing holiday	distinguishing between present and preterite verb forms 'we' form of -ar verbs in present/preterite	<p>Review of language from the Module</p>	<p>Front-of-class p.019 Grammar worksheet p.019 Grammar presentation Revise for assessment</p>
Week 6	Revision and Assessment Could use:				



	<ul style="list-style-type: none">• Pupil Book pp. 20-21 <i>iResumen!</i> and <i>iPrepárate!</i>• Pupil Book pp. 22-23 <i>iGramática!</i>• Pupil Book pp. 24-25 <i>iPalabras!</i>• Pupil Book pp. 120-121 <i>iTe toca a ti!</i>• Assessment Pack End of Module 1 tests reading				
Week 7	<i>Las Costumbres navideñas</i>	Christmas - how it is celebrated in Spanish-speaking countries. Differences with Britain	1st and 2nd person singular	<i>¿Celebras la Navidad en tu casa?</i> <i>Sí, celebro/celebramos...</i> <i>¿Qué haces normalmente?</i> <i>Mando tarjetas</i> <i>Voy a la misa</i> <i>Recibo/doy regalos</i> <i>Como mucho</i> <i>Canto villancicos</i> <i>Me quedo con familia</i> <i>Querido/a(s)...</i> <i>Feliz Navidad</i> <i>Feliz Año Nuevo</i> <i>Con amor</i> <i>De...</i>	Front-of-class p.52-53 Reading Writing an acrostic about Christmas Making Spanish Christmas cards Listen to Spanish Christmas carols