

Share Multi Academy Trust Curriculum Plan MFL

Subject: Spanish		Year: 8		Ability: All	
Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4	
Topic	Mis vacaciones	Las celebraciones	Los medios	Las celebridades	
Topic overview	Holidays	Customs and festivals	Media	Celebrity culture	
Students will learn...	How to describe holidays using a range of tenses	How to describe a typical Spanish festival	How to give justified opinions on films, TV programmes, books and music	How to describe celebrities and give opinions on them	
Components	Students can understand and independently produce language to use more complex sentences and a range of past tenses to describe holidays. Students can recognise different past tenses and use them accurately with support. Students can use their knowledge of phonics to pronounce language accurately. Students can use a range of prepositions in context. Students can use adverbs of time accurately and in context. Students can recognise and use more complex structures (PDO/Y)	Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about which festivals they celebrate and how.  Students use the near future, adverbs of sequence and complex structures	Students can understand and independently produce language to use complex sentences to describe films, tv programmes, books and music. Students can recognise the recent past tense and use it accurately with support. Students can use their knowledge of phonics to pronounce language accurately. Students can use a range of adverbs of time and frequency in context. Students can use complex structures such as modal verbs (querer), ser necesario, and acabar de correctly in context.	Clothing Fashion Summarise background information: Place of birth, hobbies, families, Giving opinions Regular and irregular verbs – all SOL Colours and shades Adjectival agreement Positioning of adjectives in a sentence	
Prior learning and retrieval	Opinion phrases (Year 7 Units 1-4) Complex opinions (Year 7 Units 1-4) PDOs (Year 7 Unit 2) Adverbs of time/frequency (Year 7 Unit 2) Countries (Year 7 Unit 4) <i>Ir</i> (Year 7 Unit 3) Opinions (Year 7 Units 1-4) Activities (Year 7 Unit 2) Comparatives & superlatives (Year 7 Units 1 and 4) Months, days of the week (Year 7 Unit 4)	Preterite tense (Year 8 Unit 1) Food and drink (Year 7 Unit 1) Future tense (near future) (Year 7 Unit 4) Key -ar verbs (Year 7 Units 1-4)	Opinions (Year 7 Units 1-4, Year 8 Unit 1) Present and past tense with -ar verbs (Year 8 Units 1-2) Imperfect phrases (Year 8 Unit 1) Complex reasons (Year 7 Units 3-4) PDOs (Year 7 Unit 2, Year 8 Unit 1) Comparatives/superlatives (Year 7 Units 1 and 4, Year 8 Unit 1) Question words (Year 7 Units 1-4, Year 8 Units 1-2) <i>Es</i> with physical descriptions/personalities (Year 7 Unit 4) Days of week, time (Year 7 Units 4, Year 8 Unit 1) Negatives (Year 7 Units 1-4)	Vocabulary relating to media and artists (Year 8 Unit 3) <i>Ser/estar</i> and <i>tener</i> (Year 7 Units 4, Year 8 Units 2-3) Complex structures (conditional tense, preterite tense) (Year 7 Unit 4, Year 8 Units 1-3) Reflexive structures: <i>llamarse, interesarse</i> (Year 7 Unit 2-3) Adjectival word order (Year 7 Units 1-4, Year 8 Units 1-3) Adjectival agreements (Year 7 Units 1-4, Year 8 Units 1-3) Comparative structures (Year 7 Units 1-4, Year 8 Unit 3) Past tense (Year 7 Unit 4, Year 8 Units 1-3) Conditional tense (Year 7 Unit 4, Year 8 Units 1-3) PDO (Year 7 Unit 2, Year 8 Units 1-3)	
Key lexicogrammar pupil will know and understand	<i>Ir</i> + negative Preterite tense: <i>fui, viajé, compré</i> Imperfect tense ( <i>fue, había, no había</i> ) Weather phrases in past tense Prepositions of place: (next to, behind/in front, opposite, near to/far from) Complex structures PDO: <i>y acabar de</i>	-ar verb patterns Use of <i>ir</i> with verbs for simple future Sequencing adverbs Use of verbs in the first, second and third person singular Past tense of <i>tener</i> and <i>ser</i> Partitive article <i>Siempre querido hacer</i>	Different types of films/tv programmes/literature Opinions and reasons about different genres Referring to recent past Using <i>soy fan de / me da miedo / acabo de</i> structures <i>Querer</i> (past, conditional) Comparatives Superlatives Adverbs of frequency Adverbs of time (past) Complex structures: <i>Es necesario</i> + INF It makes me happy/ sad/cry/frightened	Adjectival endings (-o/-a) <i>Tener</i> (present, imperfect, near future tense, conditional) Demonstrative adjectives ( <i>este/a</i> ) <i>Ser</i> (present, imperfect, near future, conditional) -ar verbs ( <i>hablar, cantar, ganar, inspirar</i> ) Indefinite adjectives ( <i>ningunos / todos / ciertos / muchos</i> ) Negative ( <i>nadie</i> ) Preceding direct object pronouns ( <i>el/la/los/las</i> ) Preterite tense: regular -ar verbs Relative pronouns ( <i>quien, que</i> ) Omission of article with professions	

			<i>siempre he querido/ver/leer</i>	Third person singular verb focus Reflexive : <i>llamarse, interesarse</i> Adverbs : <i>antes de, despues de</i> + infinitive
Transferrable knowledge (skills)	The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to write more complex sentences. The ability to use and understand a range of adverbs of frequency and intensity. The ability to compare and contrast. The ability to write in different time frames. The ability to use verbs accurately in different tenses The ability to form questions in different tenses.	The ability to apply knowledge of phonics to new vocab acquisition. The ability to conjugate verbs in modelled patterns. The ability to use basic structures across 2 tenses. A knowledge of how to use <i>tener</i> and <i>ser</i> with past participles to refer to past celebrations. The ability to use the partitive in relation to gifts given and reviewed	The ability to apply knowledge of phonics to pronounce new words and phrases with increasing accuracy and confidence. The ability to write more complex sentences. The ability to use and understand a range of adverbs of frequency and intensity. The ability to write more confidently using different time frames.	The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to conjugate a range of verbs in modelled patterns. The ability to write more complex sentences by using adverbs and pronouns. The ability to use the negative form of verbs.
Key questions	¿Donde? ¿Qué piensas? ¿Cuándo?	¿Qué haces? ¿Cuándo? ¿Prefieres...?	¿Prefieres? ¿Por qué? ¿Quién? ¿Qué piensas? ¿Cuándo?	¿Por qué? ¿Quién?
Assessment activities	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment  <u>Summative assessment:</u> Speaking Reading	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment  <u>Summative assessment:</u> Listening Writing	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment  <u>Summative assessment:</u> Speaking Reading	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment  <u>Summative assessment:</u> Listening Writing
Notes Why this topic is important...	This enables students to extend their responses with more complex structures with different tenses and develop their understanding and use of verbs within different time frames. This topic enables students to compare and contrast. This topic enables students to link holidays with a range of activities which are done on holiday. Students learn about different time frames and how to use them simply in context.	This enables students to extend their responses by using sequencing adverbs.  The topic enables students to show an understanding of a range of cultures/celebrations and to give opinions on them.	This topic enables students to extend responses with more complex language and structures in different time frames. This topic allows students to consolidate their understanding of different tenses and allows them to use a range of verbs in a different context. This topic enables students to practise the comparative and the superlative again in a different context. This topic enables students to link media/literature with free time activities and with family and friends. Students learn about how to use DE correctly with key expressions so that their spoken and written Spanish is accurate.	This topic enables students to extend responses with more complex language and structures in a range of time frames. They learn about current celebrity culture in Spain and the U.K allowing them to communicate about topics that interest them.
Cultural capital	Maps of Europe, flags, countries and capital cities. Landmarks in different European cities	Images and vocabulary related specifically to a range of festivals.	Famous Spanish film and tv celebrities Famous Spanish literature and authors	Famous Spanish and Spanish-speaking celebrities
Links to NC	Links to NC: Speak: answer questions on past holidays Listen: identify key points about others' holidays	Links to NC: Speak: ask and answer questions on customs/festivals Listen: identify key points about customs/festivals	Links to NC: Speak: answer questions on film/ TV programmes, books	Links to NC: Speak: answer questions on celebrities (culture) Listen: identify key points about celebrities

<p>Transcribe: simple sentences with opinions/reasons about holidays.  Speak/write give descriptive account of holiday experiences  Read/ translate detailed accounts of holiday related texts  Vocabulary: holiday vocab (hotels, destinations, holiday activities)  Grammar: use past, future tenses and conditional phrase <i>me gustaría</i>  Cultural capital: Top Spanish holiday destinations/holiday types in Spain</p>	<p>Transcribe: simple sentences and short paragraphs on customs/festivals inc. different tenses  Speak/write: give descriptive/narrative on customs/festivals  Read/ translate descriptions of customs/festivals  Vocabulary: customs/festivals  Grammar: past tense irregular verbs. Conditional, future  Cultural capital: Spanish customs and festivals</p>	<p>Listen: identify key points about films/TV programmes, books  Transcribe: simple sentences with opinions/reasons.  Speak/write: give descriptive account of film/book synopsis  Read/ translate detailed accounts of film/programme/book plots  Vocabulary: film/tv/book genres, characters.  Grammar: perfect tense irregular verbs,  Cultural capital: Famous Spanish celebs/artists</p>	<p>Transcribe: simple and complex sentences with opinions/reasons  Speak/write: give descriptive account of celebrities and roles  Read/ translate detailed accounts of film/programmes  Vocabulary: people, clothes, place of birth.  Grammar: preterite tense, imperfect tense and conditional tense  Cultural capital: Famous Spanish celebs/artists</p>
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