



# Year 8 SPANISH



## Topic Titles

Basic introductions, adjectives to describe personality, brothers and sisters, birthdays, the alphabet, pets.  
Saying what you like to do, free time activities, sports, weather, Día de los Muertos. linking the language you have, Christmas.  
School subjects and opinions, describing your school giving details, what you do during break times.  
Describing families, using "my", describing hair and eyes, using the verbs ser and tener.  
Where you live, using the verb estar. Putting language together.  
Project work to retrieve and link taught language.

## Intent

Students can use and manipulate a variety of key grammatical structures and patterns, give and justify opinions, use accurate grammar, spelling and punctuation, initiate and develop conversations, coping with unfamiliar language and unexpected responses, can speak coherently and confidently, with increasingly accurate pronunciation and intonation, read short, suitable texts and understand and enjoy cultural differences. Students understand the importance of language learning, feel successful and are clear about how to make progress.

## Links with other subjects

Literacy – English. A broader knowledge of English vocabulary and more confidence in reading skills will support foreign language learning.  
Humanities – Cultural knowledge is key to understanding different ways of life, customs and traditions.  
Maths/Science – The application of rules and the skill of deduction are helpful tools in language learning.

## How will knowledge and skills be taught?

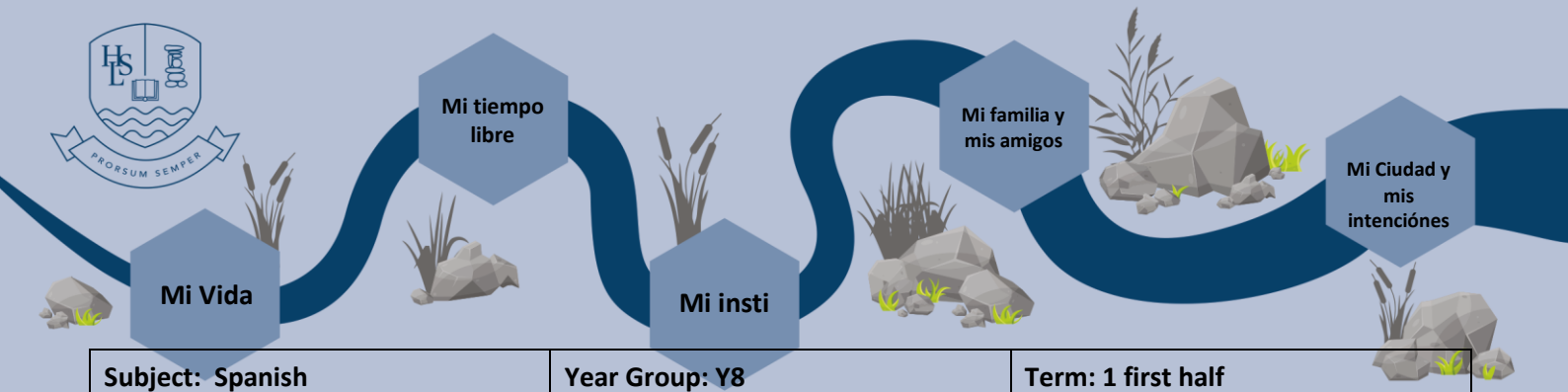
Structured and supported tasks to build confidence. Phonics, vocabulary and grammar are key. Cultural awareness and cultural capital are a thread running through teaching Phonics – planned practice and logical progression via a short focus every lesson. High frequency vocabulary is revisited and retrieved in different contexts – non negotiables are shared with students and regularly revisited. Confidence and automaticity of recall are key. Target language use is modelled, taught and expected from students as well as teachers. Authentic materials are used but will be adapted to be appropriate.

## How can parents help?

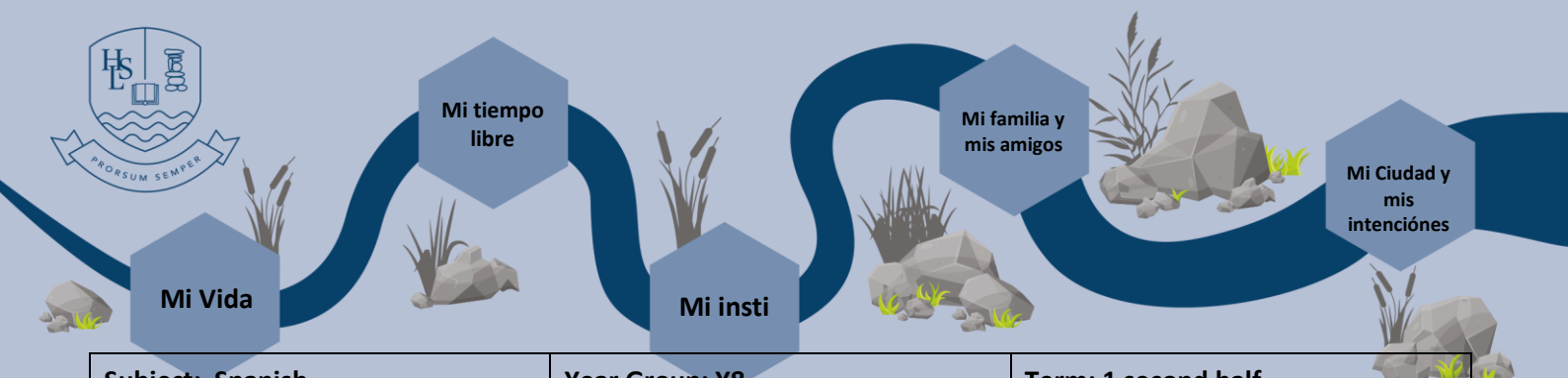
Test your child when they have learning homework.  
Explain the importance of learning language for cultural awareness, travel, job opportunities, making friends etc.  
Learn some items with your child and model enthusiasm for language.  
Encourage their interest in any cultural aspects of other countries: cooking, travel, music, popular culture.  
Direct your child to the resources available in the MFL section of the VLE such as vocabulary sheets, games to practise key vocabulary, log on details for the online revision site.

## Recommended Reading and Preparation for Learning

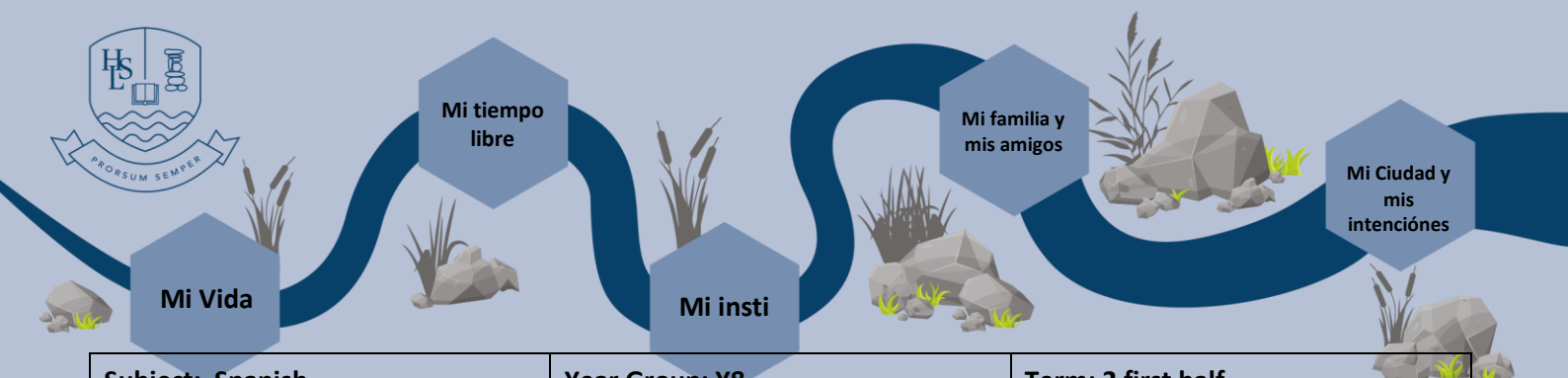
Use the useful Spanish to use in class to help you speak more Spanish than you have to in lessons.  
Use the non-negotiables list to help you revise and learn those key phrases which are so useful.  
Explore how you learn best: flashcards, testing yourself, using i.t. copying language out, recording the sound etc.  
Watch a film you already know in Spanish with English subtitles.  
Google something you are interested in but in Spanish.  
Try out Spanish you have learned in class at home or with your friends, even if you can only do half the sentence in Spanish!



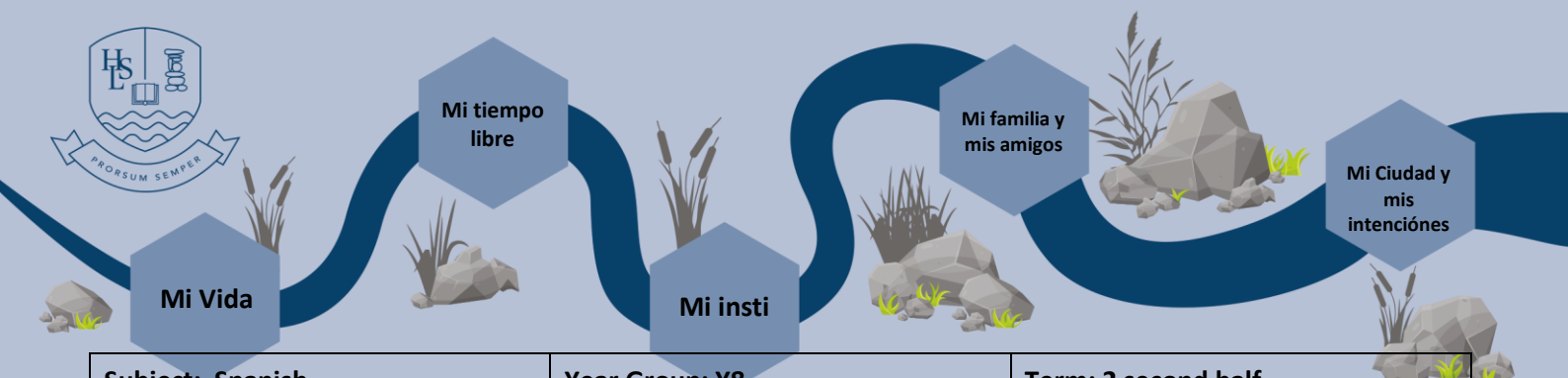
<b>Subject: Spanish</b>		<b>Year Group: Y8</b>		<b>Term: 1 first half</b>	
<b>Module/Theme: Module 1 – Mi vida</b>					
<b>Topic Outline &amp; Aims (Intent)</b> Teacher assessment of any prior knowledge from Primary School or family. Understanding of where Spanish is spoken. Basic knowledge: introduction of self, basic personality, colours, numbers, alphabet, siblings, pets. Introduction to the non-negotiables					
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Key language learning skills: classroom routines including teacher talk in TL, confidence in speaking, pronunciation of Spanish-specific phonics. Confidence in language learning and purpose of learning language. Response to and use of target language. Enjoyment of language learning. Grammar: agreement of adjectives, basic connectives, indefinite articles.					
<b>Prior Learning: (Context)</b>  KS2: Varied experience from KS2 language/skills both or none.		<b>Future Learning: (Context)</b>  KS3: Foundations: grammar, non-negotiables, key vocabulary  KS4: Identity and culture		<b>National Curriculum Links: (Context)</b> Understand and communicate personal and factual information. Preparation for future study.	
<b>RRSA Links:</b> 7,8		<b>Assessment of Learning: (Impact)</b> Assessment for learning in every lesson: whiteboards, questioning, group response, live marking.  Assessment of learning: Writing assessment (supported version available) to measure retention of key items and independence. Listening and reading end of module tests to measure unsupported comprehension.			
<b>British Values Links:</b> <b>Individual liberty, mutual respect</b>					
<b>Eco Schools Links:</b> <b>Waste: classroom practices</b>					
<b>Reading / Enrichment:</b> <a href="http://www.linguascope.com">www.linguascope.com</a> <b>Library: reading books</b> <b>BBC Bitesize</b> <b>VLE resources</b>		<b>Key Vocabulary: (Literacy)</b> soy = I am eres = you are es = he is/she is/it is no = turns a sentence negative e.g. No soy serio. y = and también = also pero = but mi = my tu = your un poco = a little bastante = uite/enough hay = there is/are no hay = there isn't/aren't tengo = I have		<b>Numeracy Opportunities:</b> <b>Numbers: basic sums</b> <b>Dates</b> <b>Ages</b>	
<b>Career Links:</b> <b>Regular discussion of purpose of learning language and how this may help in future careers.</b> <b>Cultural knowledge of where Spanish is spoken and the industry and opportunities in those countries.</b>					



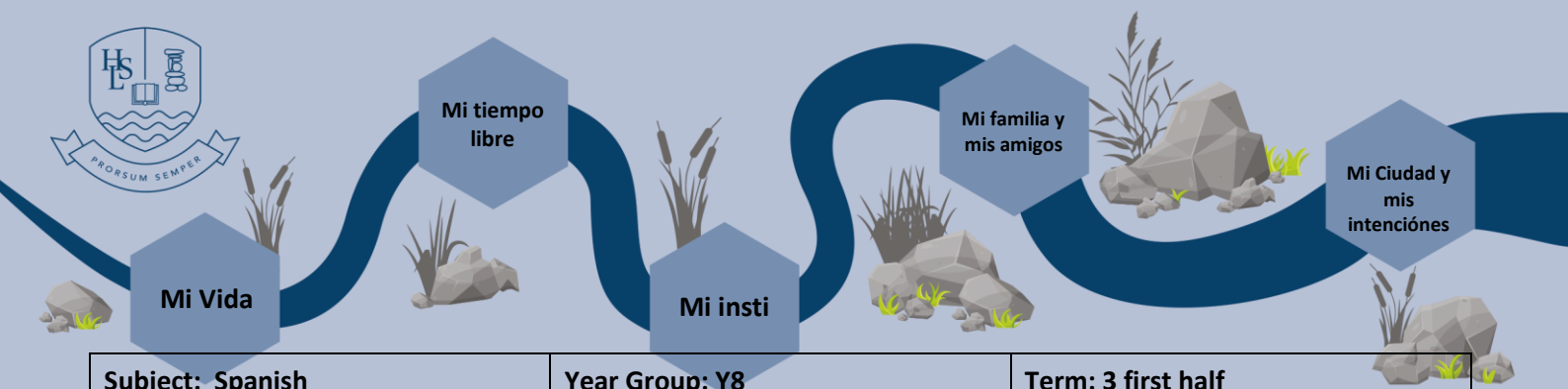
<b>Subject:</b> Spanish		<b>Year Group:</b> Y8		<b>Term:</b> 1 second half	
<b>Module/Theme:</b> Module 2 – Mi tiempo libre					
<b>Topic Outline &amp; Aims</b> (Intent) Teacher assessment of retention from last half term – repair where necessary. Understanding and talking about free-time activities: what you like doing, what you do, what you do in different weather types, what sports you do. Christmas culture in Spanish speaking cultures – cultural capital.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in speaking, pronunciation of Spanish-specific phonics. Confidence in language learning and purpose of learning language. Response to and use of target language. Enjoyment of language learning. Grammar: infinitives, me gusta, present tense -ar verbs.					
<b>Prior Learning:</b> (Context)  Non-negotiables from previous half-term.		<b>Future Learning:</b> (Context)  KS3: Foundations: grammar, non-negotiables, key vocabulary  KS4: Identity and culture		<b>National Curriculum Links:</b> (Context) Understand and communicate personal and factual information. Preparation for future study.	
<b>RRSA Links:</b> 31			<b>Assessment of Learning:</b> (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking.  Assessment of learning: Speaking project to revise all learning so far and discuss how to learn/memory techniques.		
<b>British Values Links:</b> Individual liberty					
<b>Eco Schools Links:</b> Healthy living, global citizenship					
<b>Reading / Enrichment:</b> <a href="http://www.linguascope.com">www.linguascope.com</a> Library: reading books BBC Bitesize VLE resources		<b>Key Vocabulary:</b> (Literacy) Me gusta = I like Me gustan = I like mucho = a lot nunca = never nada = nothing o = or porque = because ¿por qué? = why? cuando = when todos los días = every day a veces = sometimes de vez en cuando = from time to time hago = I do juego = I play		<b>Numeracy Opportunities:</b> Frequency Time	
<b>Career Links:</b> Regular discussion of purpose of learning language and how this may help in future careers. Cultural knowledge of where Spanish is spoken and the industry and opportunities in those countries.					



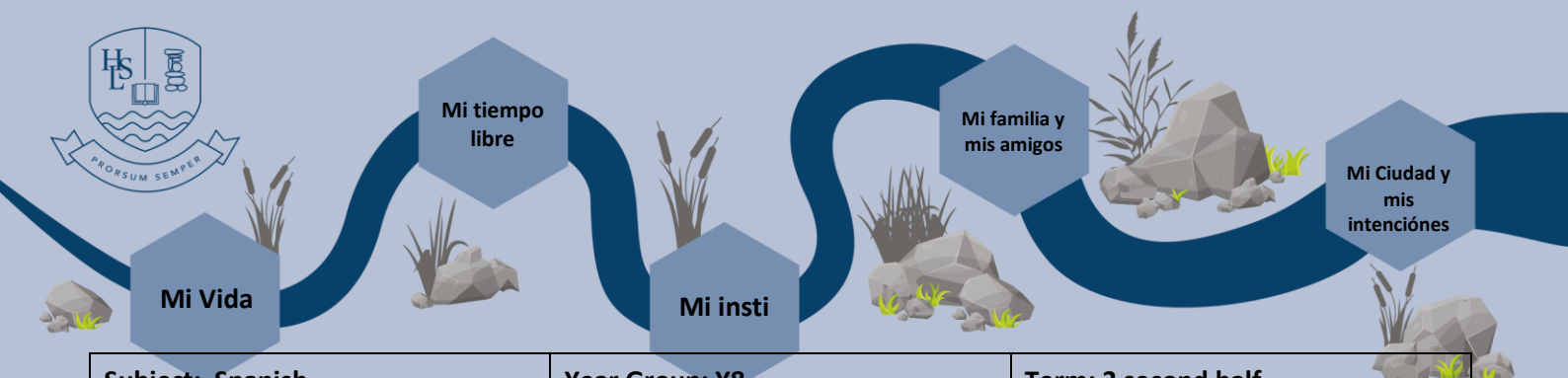
<b>Subject:</b> Spanish		<b>Year Group:</b> Y8		<b>Term:</b> 2 first half	
<b>Module/Theme:</b> Module 3 – Mi insti					
<b>Topic Outline &amp; Aims</b> (Intent) Teacher assessment of retention from last half term – repair where necessary. Understanding and talking about school: subjects studied, opinions on school subjects, describing the school, saying what you do at break times.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in longer speaking and listening activities. Confidence in language learning and purpose of learning language. Response to and use of target language. Enjoyment of language learning. Grammar: Me gusta v. me gustan, regular present tense -ir and -er verbs, definite, indefinite and partitive articles, use of hay and no hay with no article.					
<b>Prior Learning:</b> (Context)  Present tense -ar verbs, basic key vocabulary.		<b>Future Learning:</b> (Context)  KS3: Foundations: grammar, non-negotiables, key vocabulary  KS4: school and study		<b>National Curriculum Links:</b> (Context) Understand and communicate personal and factual information. Preparation for future study.	
<b>RRSA Links:</b> 28, 29		<b>Assessment of Learning:</b> (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking.  Assessment of learning: Listening and reading formal assessment for teacher assessment of retention and comprehension with no support.			
<b>British Values Links:</b> Individual liberty					
<b>Eco Schools Links:</b> School grounds					
<b>Reading / Enrichment:</b> <a href="http://www.linguascope.com">www.linguascope.com</a> <b>Library:</b> reading books BBC Bitesize VLE resources		<b>Key Vocabulary:</b> (Literacy) estudio = I study como = I eat bebo = I drink aburrido = boring interesante = interesting difícil = difficult fácil = easy útil = useful importante = important divertido = funny/fun grande = big pequeño = small bonito = nice horrible = horrible son = they are me encanta = I like me encantan = I like creo que = I think that en mi opinión = in my opinión donde = where		<b>Numeracy Opportunities:</b> Frequency Times of the day	
				<b>Career Links:</b> Regular discussion of purpose of learning language and how this may help in future careers. Cultural knowledge of where Spanish is spoken and the industry and opportunities in those countries.	



<b>Subject:</b> Spanish		<b>Year Group:</b> Y8		<b>Term:</b> 2 second half	
<b>Module/Theme:</b> Module 4 – Mi familia y mis amigos					
<b>Topic Outline &amp; Aims</b> (Intent) Teacher assessment of retention from last half term – repair where necessary. Understanding and talking about family and friends: describing who is in your family, describing hair and eyes, describing where you live.					
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Key language learning skills: classroom routines including teacher talk in TL, confidence in longer speaking and listening activities. Confidence in language learning and purpose of learning language. Response to and use of target language. Enjoyment of language learning. Grammar: possessive adjectives, revise adjectival agreement, the verbs ser and tener (light touch).					
<b>Prior Learning:</b> (Context)  Use of adjectives and adjectives of personality, ser and tener in the first person.		<b>Future Learning:</b> (Context)  KS3: Foundations: grammar, non-negotiables, key vocabulary  KS4: identity, local area		<b>National Curriculum Links:</b> (Context) Understand and communicate personal and factual information. Preparation for future study.	
<b>RRSA Links:</b> 27, 5, 8		<b>Assessment of Learning:</b> (Impact) Assessment for learning in every lesson: whiteboards, questioning, group response, live marking.  Assessment of learning: Audit the non-negotiables so far			
<b>British Values Links:</b> respect and tolerance					
<b>Eco Schools Links:</b> litter					
<b>Reading / Enrichment:</b> <a href="http://www.linguascope.com">www.linguascope.com</a> <b>Library:</b> reading books BBC Bitesize VLE resources		<b>Key Vocabulary:</b> (Literacy) mi/mis = my tu/tus = your su/sus = his/her muy = very además = in addition tengo = I have tienes = you have tiene = he has/she has/ it has joven = young viejo = old guapo = good looking alto = tall bajo = short vivo en = I live in una ciudad = a town un pueblo = a village		<b>Numeracy Opportunities:</b> ages dates	
<b>Career Links:</b> Regular discussion of purpose of learning language and how this may help in future careers. Cultural knowledge of where Spanish is spoken and the industry and opportunities in those countries.					



<b>Subject: Spanish</b>		<b>Year Group: Y8</b>		<b>Term: 3 first half</b>	
<b>Module/Theme: Module 5 – Mi Ciudad</b>					
<b>Topic Outline &amp; Aims (Intent)</b> Teacher assessment of retention from last half term – repair where necessary. Understanding and talking about where you live: what there is in your town, what you do in town. Telling the time.					
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Key language learning skills: classroom routines including teacher talk in TL, confidence in basic grammar application. Confidence in language learning and purpose of learning language. Response to and use of target language. Enjoyment of language learning. Grammar: revisit articles, add determiners, the verb ir.					
<b>Prior Learning: (Context)</b>  Gender, nouns, articles, numbers.		<b>Future Learning: (Context)</b>  KS3: Foundations: grammar, non-negotiables, key vocabulary  KS4: local area		<b>National Curriculum Links: (Context)</b> Understand and communicate personal and factual information. Preparation for future study.	
<b>RRSA Links:</b> 24, 27		<b>Assessment of Learning: (Impact)</b> Assessment for learning in every lesson: whiteboards, questioning, group response, live marking.  Assessment of learning: Formal test on the non-negotiables after last term's audit.			
<b>British Values Links:</b> individual liberty					
<b>Eco Schools Links:</b> litter					
<b>Reading / Enrichment:</b> <a href="http://www.linguascope.com">www.linguascope.com</a> <b>Library:</b> reading books BBC Bitesize VLE resources		<b>Key Vocabulary: (Literacy)</b> mi/mis = my tu/tus = your su/sus = his/her muy = very además = in addition tengo = I have tienes = you have tiene = he has/she has/ it has joven = young viejo = old guapo = good looking alto = tall bajo = short vivo en = I live in una ciudad = a town un pueblo = a village		<b>Numeracy Opportunities:</b> numbers telling the time	
<b>Career Links:</b> Regular discussion of purpose of learning language and how this may help in future careers. Cultural knowledge of where Spanish is spoken and the industry and opportunities in those countries.					



<b>Subject: Spanish</b>		<b>Year Group: Y8</b>		<b>Term: 3 second half</b>	
<b>Module/Theme: Module 5 – Mi Ciudad (finish) y mis intenciones</b>					
<p><b>Topic Outline &amp; Aims</b> (Intent)</p> <p>Teacher assessment of retention from last half term – repair where necessary.</p> <p>Understanding and talking about ordering in a café, giving details about future plans (your own and those of others.)</p> <p>Confidence with all learning from the year.</p>					
<p><b>Key Skills and Knowledge taught through this topic:</b> (Intent)</p> <p>Key language learning skills: classroom routines including teacher talk in TL, listening for detail, using all language met so far in speaking and writing.</p> <p>Confidence in language learning and purpose of learning language.</p> <p>Response to and use of target language.</p> <p>Enjoyment of language learning.</p> <p>Grammar: the future tense using ir, using two tenses together.</p>					
<p><b>Prior Learning:</b> (Context)</p> <p>All non-negotiables, the verb ir, opinions, connectives.</p>		<p><b>Future Learning:</b> (Context)</p> <p>KS3: Foundations: grammar, non-negotiables, key vocabulary</p> <p>KS4: future aspirations</p>		<p><b>National Curriculum Links:</b> (Context) Understand and communicate personal and factual information. Preparation for future study.</p>	
<p><b>RRSA Links:</b> 29, 6</p>			<p><b>Assessment of Learning:</b> (Impact)</p> <p>Assessment for learning in every lesson: whiteboards, questioning, group response, live marking.</p> <p>Assessment of learning: short formal test of all 4 skills as baseline for year 9.</p>		
<p><b>British Values Links:</b> individual liberty, democracy</p>					
<p><b>Eco Schools Links:</b> global citizenship</p>					
<p><b>Reading / Enrichment:</b> <a href="http://www.linguascope.com">www.linguascope.com</a> <b>Library:</b> reading books <b>BBC Bitesize</b> <b>VLE resources</b></p>		<p><b>Key Vocabulary:</b> (Literacy) Hay = there is/are No ha = there isn't/aren't hago = I do haces = you do hace = he does/she does/ it does salgo = I go out con = with más = more hasta = until aquí = here quiero = I want voy = I go/ I am going voy a + infinitive = I'm going to (do something) vas a = you are going to va a = he/she is going to</p>		<p><b>Numeracy Opportunities:</b> Prices Euros times</p>	
<p><b>Career Links:</b> Regular discussion of purpose of learning language and how this may help in future careers. Cultural knowledge of where Spanish is spoken and the industry and opportunities in those countries.</p>					