

### **Subject Vision**

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

### **Subject End Points**

- EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation
- EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language
- EP3 Read understand and to be able to respond to a variety of authentic texts
- EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately
- EP5 Develop an appreciation for Spanish speaking cultures



SOUTH DOWNS

LEARNING TRUST

## Spanish Year 8

### Subject Domains of Knowledge

D1 Myself  
D2 Family  
D3 Home  
D4 Area  
D5 Free time  
D6 Sports  
D7 School  
D8 Holidays and travel  
D9 Future plans  
D10 Festivals and celebrations  
D11 Environment  
D12 Life online  
D12 Tourism  
D13 Food and Drink  
D14 Daily Life

### Subject Key Concepts

C1 Nouns

- Gender
- Singular and plural

C2 Articles

- definite
- Indefinite
- partitive

C3 Adjectives

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

C4 Adverbs

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

C5 Quantifiers/intensifiers

C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object

- Demonstrative
  - Indefinite
  - interrogative
- C8 Verbs
- Regular and irregular
  - Negatives
  - Tenses
  - Present
  - Perfect
  - Imperfect
  - Future
  - Conditional
  - Pluperfect
  - Subjunctive
  - Passive
  - Imperative
  - Present participles
- C9 Idiomatic expressions  
C10 Opinion expressions

### Medium Term Curriculum Plan

#### Year 8 Spanish

Term	Term 1: Mis vacaciones	Term 2: Todo sobre mi vida
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SOUTH DOWNS

LEARNING TRUST

## Spanish Year 8

<b>Unit Overview</b>	<i>In this unit pupils will learn to describe a past holiday and plan a future holiday.</i>	<i>In this unit pupils will learn to say what you use their phone for, what types of music/tv they like and give a range of opinions.</i>
<b>Sequence of lessons</b>	<ol style="list-style-type: none"> <li>1. De vacaciones In this lesson students will learn to get used to Spanish pronunciation and introduce yourself</li> <li>2. <b>¿Qué tipo de persona eres?</b> In this lesson students will learn to talk about your personality and use adjectives that end in -o/-a</li> <li>3. <b>¿Tienes hermanos?</b> In this lesson students will learn to talk about age, brothers and sisters and use the verb tener (to have)</li> <li>4. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>5. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>6. <b>Cómo soy...</b> In this lesson students will learn to write a text for a time</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>¿Cómo te llamas?</b> In this lesson students will learn to get used to Spanish pronunciation and introduce yourself</li> <li>2. <b>¿Qué tipo de persona eres?</b> In this lesson students will learn to talk about your personality and use adjectives that end in -o/-a</li> <li>3. <b>¿Tienes hermanos?</b> In this lesson students will learn to talk about age, brothers and sisters and use the verb tener (to have)</li> <li>4. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>5. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>6. <b>Cómo soy...</b> In this lesson students will learn to write a text for a time</li> </ol>
<b>Key Domains and Concepts taught in this Unit / Term</b>	<p>D4 Area D8 Holidays and travel D12 Tourism</p> <p><b>C1 Nouns</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p><b>C2 Articles</b></p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p><b>C3 Adjectives</b></p>	<p>D1 Myself D5 Free time D14 Daily Life</p> <p><b>C1 Nouns</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p><b>C2 Articles</b></p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p><b>C3 Adjectives</b></p>

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

#### C4 Adverbs

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

#### C5 Quantifiers/intensifiers

C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

#### C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

#### C8 Verbs

- Regular and irregular
- Negatives
- Tenses
- Present
- Perfect

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

#### C4 Adverbs

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- Demonstrative
- Indefinite
- interrogative

#### C8 Verbs

- Regular and irregular
- Negatives
- Tenses
- Present
- Perfect

	<ul style="list-style-type: none"> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<b>KS4 End Points</b>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• How to use the preterite of the verb 'ir'</li> <li>• How to use the preterite of regular -ar verbs</li> <li>• How to use the preterite of -er and -ir verbs</li> <li>• How to use the preterite of ser</li> </ul>	<ul style="list-style-type: none"> <li>• How to use the present tense</li> <li>• How to use the past tense</li> <li>• How to give a range of opinions</li> <li>• How to use comparatives</li> <li>• How to use the present and the preterite together</li> </ul>
<b>Procedural Knowledge (Students</b>	<ul style="list-style-type: none"> <li>• Talk about a past holiday</li> <li>• Say what you did on holiday</li> <li>• Describe the last day on holiday</li> <li>• Say what your holiday was like</li> </ul>	<ul style="list-style-type: none"> <li>• Saying what you use your phone for</li> <li>• Saying what type of music you like</li> <li>• Offering a range of opinions</li> <li>• Talk about TV</li> </ul>

<b>should be able to do)</b>	<ul style="list-style-type: none"> <li>• Give a presentation about your holiday</li> <li>• Making sentences more complex and interesting</li> </ul>	<ul style="list-style-type: none"> <li>• Say what you did yesterday</li> <li>• Understand a TV guide</li> <li>• Tackle an authentic text</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Understand what the present tense is in ENG and SPA</li> <li>• Understand what the past tense is in ENG and SPA</li> <li>• Spellings/use of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate understanding on the present tense in ENG and SPA</li> <li>• Consolidate understanding on the past tense in ENG and SPA</li> <li>• Understand what a comparative is in ENG and SPA</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Conjugating verbs in Spanish</li> <li>• Talking about family</li> <li>• Language related to countries</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Using the past tense</li> <li>• Language related to free time activities</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit</li> </ul>

	<ul style="list-style-type: none"> <li>All learning revised at the end of the unit prior to end of unit assessment</li> <li>All knowledge revisited in Y9, Y10 and Y11</li> </ul>	<ul style="list-style-type: none"> <li>All learning revised at the end of the unit prior to end of unit assessment</li> <li>All knowledge revisited in Y9, Y10 and Y11</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>Concept of conjugation</li> <li>Memorisation of verb endings of past tense verbs</li> <li>Memorisation of idiomatic phrases relating to holidays</li> </ul>	<ul style="list-style-type: none"> <li>Concept of different tenses</li> <li>Concept of expressing opinions</li> </ul>

Term	Term 3: ¡A comer!	Term 4: ¿Qué hacemos?
<b>Unit Overview</b>	<i>In this unit pupils will learn to talk about their favourite foods and discuss what they ate in the past and what they will eat in future.</i>	<i>In this unit pupils will learn to talk about what activities they would like to do in the present and the future and what they did in the past.</i>
<b>Sequence of lessons</b>	<ol style="list-style-type: none"> <li>1. <b>¿Cómo te llamas?</b> In this lesson students will learn to get used to Spanish pronunciation and introduce yourself</li> <li>2. <b>¿Qué tipo de persona eres?</b> In this lesson students will learn to talk about your personality and use adjectives that end in -o/-a</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>¿Cómo te llamas?</b> In this lesson students will learn to get used to Spanish pronunciation and introduce yourself</li> <li>2. <b>¿Qué tipo de persona eres?</b> In this lesson students will learn to talk about your personality and use adjectives that end in -o/-a</li> <li>3. <b>¿Tienes hermanos?</b> In this lesson students will learn to talk about age, brothers and sisters and use the verb tener (to have)</li> </ol>



	<ol style="list-style-type: none"> <li>3. <b>¿Tienes hermanos?</b> In this lesson students will learn to talk about age, brothers and sisters and use the verb tener (to have)</li> <li>4. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>5. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>6. <b>Cómo soy...</b> In this lesson students will learn to write a text for a time</li> </ol>	<ol style="list-style-type: none"> <li>4. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>5. <b>¿Cuándo es tu cumpleaños?</b> In this lesson students will learn to say when your birthday is and use numbers and the alphabet</li> <li>6. <b>Cómo soy...</b> In this lesson students will learn to write a text for a time</li> </ol>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D5 Free time D9 Future plans D13 Food and Drink</p> <p><b>C1 Nouns</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p><b>C2 Articles</b></p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p><b>C3 Adjectives</b></p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p>	<p>D1 Myself D5 Free time D14 Daily Life</p> <p><b>C1 Nouns</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p><b>C2 Articles</b></p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p><b>C3 Adjectives</b></p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p>

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

### C5 Quantifiers/intensifiers

### C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

### C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

### C8 Verbs

- Regular and irregular
- Negatives
- Tenses
- Present
- Perfect
- Imperfect
- Future
- Conditional
- Pluperfect
- Subjunctive
- Passive
- Imperative
- Present participles

### C9 Idiomatic expressions

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

### C5 Quantifiers/intensifiers

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- Present participles

### C9 Idiomatic expressions

	C10 Opinion expressions	C10 Opinion expressions
<b>KS4 End Points</b>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• How to use a wider range of opinions</li> <li>• How to use negatives</li> <li>• How to use <i>usted / ustedes</i></li> <li>• How to use the near future</li> <li>• How to use three tenses together</li> <li>• How to distinguish the origins of foods from different Spanish speaking countries.</li> <li>• How to use direct pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• How to use <i>me gustaría</i> + infinitive</li> <li>• How to make excuses</li> <li>• How to use <i>querer</i> and <i>poder</i></li> <li>• How to use reflexive verbs</li> <li>• How to say 'this/these'</li> <li>• How to use three tenses</li> <li>• How to use structures with 2 verbs</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Say what food they like</li> <li>• Express a wider range of opinions</li> <li>• Describe mealtimes</li> <li>• Using negatives to describe eating experiences.</li> <li>• Order a meal</li> <li>• Discussing what to buy for a party</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange to go out</li> <li>• Make excuses</li> <li>• Discuss getting ready to go out</li> <li>• Talk about clothes</li> <li>• Say 'this/these'</li> <li>• Talk about sporting events</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the near future tense to discuss future plans</li> <li>• Give an account of a party using three tenses together</li> <li>• Understand and recognise direct pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use three tenses</li> <li>• Describe a fancy-dress outfit</li> <li>• Write about a problem</li> <li>• Use structures with 2 verbs</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Understand how negatives are used in ENG and SPA</li> <li>• Understand what the near future tense is in ENG and SPA</li> <li>• Spellings/use of the alphabet</li> <li>• Use addition to total the costs of foods and meals.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the conditional tense is used in ENG and SPA</li> <li>• Understand what a reflexive verb is in ENG and SPA</li> <li>• Understand what a modal verb is in ENG and SPA</li> <li>• Spellings/use of the alphabet</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Conjugating verbs in Spanish</li> <li>• Offering opinions</li> <li>• Use of negatives</li> <li>• Understanding the existence of different tenses.</li> <li>• Use of different tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing verb plus infinitive</li> <li>• Using the past tense</li> <li>• Adjectives for describing opinions</li> <li>• Understanding the existence of a large range of tenses.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use of different tenses together</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit</li> <li>• All learning revised at the end of the unit prior to end of unit assessment</li> <li>• All knowledge revisited in Y9, Y10 and Y11</li> </ul>	<ul style="list-style-type: none"> <li>• All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit</li> <li>• All learning revised at the end of the unit prior to end of unit assessment</li> <li>• All knowledge revisited in Y9, Y10 and Y11</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Concept of conjugation</li> <li>• Memorisation of verb endings of past tense verbs</li> <li>• Memorisation of idiomatic phrases relating to holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding difference between present and conditional</li> <li>• Understanding the concept of modal verbs</li> <li>• Using the differences between three tenses</li> </ul>

<b>Term</b>	<b>Term 5: ¡Operación verano!</b>	<b>Term 6: Skills &amp; Culture Focus</b>
<b>Unit Overview</b>	<i>In this unit pupils will learn to talk about summer plans and which summer camps they would choose given the opportunity</i>	<i>In this unit pupils will develop their speaking skills and gain a deeper insight into Spanish speaking cultures around the world</i>
<b>Sequence of lessons</b>	<ol style="list-style-type: none"> <li>1. <b>¿Qué casa prefieres?</b> In this lesson students will learn to describe a holiday home and discover more about the imperative</li> <li>2. <b>¿Qué se puede hacer en....?</b> In this lesson students will learn to describe holiday activities and use the superlative</li> <li>3. <b>¿Dónde está?</b> In this lesson students will learn to ask for and give directions and use the imperative</li> </ol>	<i>The structure of these lessons will depend on the class, and assessment from the teacher as to how well they have done in previous units, and what needs working on</i>

	<p>4. <b>Campamentos de verano</b> In this lesson students will learn to talk about summer camps and learn more about using three tenses</p> <p>5. <b>Destinos</b> In this lesson students will learn to describe a world trip and tackle a challenging listening</p> <p>6. <b>De vacaciones en España</b> In this lesson students will learn to discuss holiday destinations and use mejor and peor</p>	
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D2 Family D4 Area D8 Holidays and travel D12 Tourism C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> </ul>	<p>D1 Myself D2 Family D3 Home D5 Free time D6 Sports D14 Daily Life C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul>



SOUTH DOWNS

LEARNING TRUST

## Spanish Year 8

- **Superlative**
- Regular
- Interrogative
- Adverbs of time and place

### C5 Quantifiers/intensifiers

### C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

### C7 Pronouns

- **Personal**
- Reflexive
- Relative
- **Direct and indirect object**
- Demonstrative
- Indefinite
- interrogative

### C8 Verbs

- **Regular and irregular**
- **Negatives**
- **Tenses**
- **Present**
- **Perfect**
- Imperfect
- **Future**
- Conditional
- Pluperfect
- Subjunctive
- Passive
- Imperative
- Present participles

### C9 Idiomatic expressions

### C10 Opinion expressions

### C4 Adverbs

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		<p>C9 Idiomatic expressions C10 Opinion expressions</p>
<b>KS4 End Points</b>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for Spanish speaking culture</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• How to use comparative: <i>más/menos</i> + adjective + <i>que</i> with confidence</li> <li>• How to <i>be creative with language using</i></li> <li>• superlative: <i>el/la/los/las más</i> + adjective + <i>de</i></li> <li>• How to write a message to say where I am going to go tomorrow, suggest a meeting time and place, give directions and say it will be fun.</li> <li>• How to write about a trip to a holiday camp last year using three tenses (present, preterite, near future) together</li> <li>• How to listen for the gist in more challenging listening activities and tell a negative or positive attitude.</li> <li>• How to use <i>mejor</i> and <i>peor</i></li> </ul>	<ul style="list-style-type: none"> <li>• How to use suitable phrases to use to describe a photo card</li> <li>• How to prepare a variety of responses to use in role play</li> <li>• How to prepare a variety of responses to use in general conversation</li> </ul>
<b>Procedural Knowledge (Students</b>	<ul style="list-style-type: none"> <li>• Describe a holiday home</li> <li>• Understand more about the comparative</li> <li>• Describe holiday activities</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with confidence about a photocard.</li> <li>• Talk about other people.</li> </ul>





SOUTH DOWNS

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## Spanish Year 8

<p><b>should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Use the superlative</li> <li>• Ask for directions</li> <li>• Use the imperative</li> <li>• Talk about summer camps</li> <li>• Learn more about using three tenses</li> <li>• Describe a world trip</li> <li>• Discuss holiday destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Extend answers with a range of language and tenses where possible.</li> <li>• Ask questions accurately.</li> <li>• Respond to unexpected questions.</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Understand what a superlative is and how to use it</li> <li>• Using past, present and future together</li> <li>• Spellings/use of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive language for photo description</li> <li>• Extending sentences using connective phrases</li> <li>• Verb conjugation for past, present, future</li> </ul>
<p><b>Assessment (Summative and Formative)</b></p>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<p><b>Links to Prior Learning</b></p>	<ul style="list-style-type: none"> <li>• Conjugating verbs in Spanish</li> <li>• Offering opinions</li> <li>• Use of negatives</li> <li>• Understanding the existence of different tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugating verbs in Spanish</li> <li>• Offering opinions</li> <li>• Use of negatives</li> <li>• Understanding the existence of different tenses</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of different tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• Use of different tenses together</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit</li> <li>• All learning revised at the end of the unit prior to end of unit assessment</li> <li>• All knowledge revisited in Y9, Y10 and Y11</li> </ul>	<ul style="list-style-type: none"> <li>• All concepts reviewed at the beginning of the following week's lessons and throughout the rest of the unit</li> <li>• All learning revised at the end of the unit prior to end of unit assessment</li> <li>• All knowledge revisited in Y9, Y10 and Y11</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Use of conjugation</li> <li>• Concept and use of superlatives</li> <li>• Combining three tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Building confidence in producing language orally</li> <li>• Extending from simple to more complex sentences</li> <li>• Picture description</li> </ul>