



YEAR 8 SPANISH AUTUMN TERM

'An ambitious curriculum that meets the needs of all'



Medium Term Planning - Topic: Holidays and Free Time

Intent	<p>Listening and Speaking: In addition to working further on objectives from Year 7 pupils should be taught:</p> <ul style="list-style-type: none">To begin to listen for subtleties of speech and imitate themSkills they need to use when listening to mediaHow to relay both the gist and relevant detail in a spoken message or itemHow to add interest to what they say by using extended sentencesHow to take part in short unscripted dialogues and exchanges, speaking coherently and confidently with increasing accuracyHow to make use of important social conventions such as formal modes of addressHow to recognise and add expression in speech	<p>Reading and Writing: In addition to working further on objectives from Year 7 pupils should be taught:</p> <ul style="list-style-type: none">That words and phrases can have different meanings in different contextsTo recognise simple features which add authenticity, expression or emphasis to a written textTo begin to associate aspects of language with different text typesTo make regular use of glossaries and dictionaries, finding the appropriate section readilyHow to extend, link and develop sentences to form continuous textHow to use a given text as a source of information, language and a stimulus for their own writingHow to write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign languageHow to 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
Skills (Linguistic Competence & National Curriculum Links)		
Cross Curricular Links	<p>SMSC: Learning how to express yourself and respect other people's views/ culture.</p> <p>PSHE: Use direct contact or media to find out about holiday destinations in Spanish speaking countries and young people's interests and attitudes towards it</p> <p>Careers: Exploration of jobs/future plans via the consolidation of job opportunities abroad and in the holidays sector</p> <p>Literacy: Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation</p> <p>Numeracy: Numbers, dates and time in both analogue and digital form</p>	
Differentiation	Throughout this topic, quality first teaching will provide differentiation:	
QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, models and drawings, a voice recording, a song, a drama presentation etc.</p> <p>By resource: readability to be improved for example, by using a predominance of one or two syllable words, simple sentences, connectives to guide the reader through the text etc. Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Class texts are supplemented or replaced with appropriate differentiated texts. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinaesthetic learners.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p>	
Intent & Implementation	In order to learn and master the specified content, our intent is that pupils will follow a progression model, building on previous learning, and will be able to do the following:#	

Learning Outcomes (Most powerful knowledge)	<ul style="list-style-type: none"> • I can talk about a past holiday • I can say what I did on holiday • I can describe the last day of a holiday • I can give opinions of holidays in the past tense <ul style="list-style-type: none"> • I can say what I do on my phone • I can say what type of music I like • I can name types of TV programmes • I can compare TV programmes • I can say what I did yesterday <p>Red denotes vocabulary previously covered in Year 7. For additional information, see the Year 7 vocabulary breakdown for what students have already covered.</p>
Learning Outcomes (Grammar)	<p>Red denotes grammar previously covered in Year 7. For additional information, see the Year 7 grammar breakdown for what students have already covered.</p> <ul style="list-style-type: none"> • Conjugating and using the verb ir in the preterite tense • Using the preterite tense of regular -ar verbs • Using the preterite tense of -er and -ir verbs • Giving opinions in the preterite tense • Using the present tense of -ar, -er and -ir verbs • Me gusta + noun needs the definite article • Adjectival agreement • Indefinite articles • Using two tenses together – present and preterite • Using the verb hacer in the preterite tense •
Current learning to be developed in the future within:	<ul style="list-style-type: none"> • All grammar to be recapped throughout KS3 • Music in year 9
Impact	
Assessment	See assessment map