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| **YEAR 8 SPANISH AUTUMN TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Holidays and Free Time** | | |
| **Intent** | **Listening and Speaking:**  **In addition to working further on objectives from Year 7 pupils should be taught:**   * To begin to listen for subtleties of speech and imitate them * Skills they need to use when listening to media * How to relay both the gist and relevant detail in a spoken message or item * How to add interest to what they say by using extended sentences * How to take part in short unscripted dialogues and exchanges, speaking coherently and confidently with increasing accuracy * How to make use of important social conventions such as formal modes of address * How to recognise and add expression in speech | **Reading and Writing:**  **In addition to working further on objectives from Year 7 pupils should be taught:**   * That words and phrases can have different meanings in different contexts * To recognise simple features which add authenticity, expression or emphasis to a written text * To begin to associate aspects of language with different text types * To make regular use of glossaries and dictionaries, finding the appropriate section readily * How to extend, link and develop sentences to form continuous text * How to use a given text as a source of information, language and a stimulus for their own writing * How to write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language * How 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** | **SMSC:** Learning how to express yourself and respect other people’s views/ culture.  Autumn Term – Mis vacaciones & Todo sobre mi vida  Weeks 1–6 (Mis vacaciones – holidays):  Spiritual link: Reflecting on the significance of time spent with family, gratitude for travel experiences, and the impact of new environments on personal growth.  E.g. “Fui a Grecia con mi familia” – promotes appreciation of family bonds and global awareness.  Pupils explore personal memories and experiences, fostering identity, values, and reflection.  Week 16 (Día de los Muertos):  Strong spiritual link: Explores Mexican spiritual beliefs about death and the afterlife.  Pupils reflect on different cultures’ ways of honouring the dead, fostering empathy and respect for life and death.  Weeks 9–12 (Music and TV):  Pupils explore what brings them joy or connection — “¿Qué tipo de música te gusta?” can open up discussion about how music touches the soul or reflects culture and identity.  Pupils consider how media shapes their worldviews and inner life.  **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  **Careers:** Exploration of jobs/future plans via the consolidation of job opportunities abroad and in the holidays sector  **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  **Numeracy:** Numbers, dates and time in both analogue and digital form | |
| **Differentiation** | Throughout this topic, quality first teaching will provide differentiation:  **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.  **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.  **By Intervention**: by providing different levels of supervision and support  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **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.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson by lesson schemes of work. | |
| **QFT/SEND Provision** |
| **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:#   * 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 * 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   Red denotes vocabulary previously covered in Year 7. For additional information, see the Year 7 vocabulary breakdown for what students have already covered. | |
| **Learning Outcomes (Most powerful knowledge)** |
| **Learning Outcomes**  **(Grammar)** | Red denotes grammar previously covered in Year 7. For additional information, see the Year 7 grammar breakdown for what students have already covered.   * 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:** | * All grammar to be recapped throughout KS3 * Music in year 9 | |
| **Impact** | See assessment map | |
| **Assessment** |