

YEAR 8 SPANISH SEPTEMBER 2020. NOTLEY HIGH SCHOOL.

MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne which help to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the target language in the theatre to further inspire a love of languages.

Students are encouraged to study languages up to A level exams, which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations.

Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts.

Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instil a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning.

Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlook ethos.

Autumn term				
Year 8 Spanish Unit 2 Places in town.				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Talking about places in town, describe where you go in town .	Knowledge: Talking about places in town Using Hay with singular and plural nouns Describing where you go in town Using ir in the present tense Giving and understanding directions Discussing plans for the weekend Forming the near future Finding and using synonyms Comparing rural and urban environment Using the comparative tan and tan...como Describing how areas have changed over time Using some key expression in the imperfect tense	Students will be able to ask and answer complex questions in Spanish about their town, where to go with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about their town using 3 time frames and a variety of verbs with accurate verb endings. Students will be able to build on their knowledge using short sentences to more complex by adding opinions, conjunctions and accurate adjectives and adjectives agreement. Students will be able to	<u>Prior learning:</u> Students have described the area where they live and here it is extended to the places in their town. They have seen the language of description and here it is extended to comparison. Students are familiar with verbs and tenses; they have seen the present tense and expressions in the conditional. Here they	Knowledge organiser Sharepoint – PPTS. Kerboodle. Quizlet Memrise Claro 1 textbook Seneca Learning

	<p>Understanding: Students will understand how to talk about places in town using adjectives and say what there is to do and where they go in town using IR. Give and understand directions with the imperative. Form and use the future to discuss plans for the weekend Process information to compare rural and urban environment using the comparative tan and tan...como Use some key expression in the imperfect tense to describe how areas have changed over time. Students will have an awareness of Spanish speaking countries and cities such as: Bilbao and sports like la pelota. Skills: Using 3 time frames with the present tense, imperfect and conditional. Trying repair strategies when speaking. Translating in Spanish. Finding and using synonyms Understand grammar and key terms in Spanish. Learning infinitive. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Using more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>use comparisons to express opinions between town and countryside. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions. Students will be able to compare their culture and Spanish cities and sports.</p>	<p>will study the future and expressions in the imperfect which enables students to write/ speak using 3 time frames. Future learning: Describing places in town is seen again at GCSE. Comparisons is used to describe subjects and the future tense will be used to describe the</p>	<p>Duolingo LOVEIT grid</p>
--	--	---	--	----------------------------------

	Revision skills, revising Spanish so far. Translation into English/ Spanish using 3 time frames.			
--	--	--	--	--

	Autumn term/ Spring term			
	Year 8 Spanish Unit 3 – Talking about school life.			
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Talking about school, school subjects and future plans.</p> <p>Culture: Spanish monuments.</p>	<p>Knowledge: Talking about school subjects Using the verb estudiar Opinions about school subjects. Punctuation and using exclamation with qué Using slang expressions Describing a timetable Telling the time Describing your school environment Using se puede and se debe Talking about extracurricular activities Using antes de and despues de Discussing future plans.</p> <p>Understanding: <u>Students will understand how to</u> Talk about school subjects using the correct article and more complex expressions like for examples Using the verb estudiar to describe school subjects. Use punctuation to great effect to include exclamations with qué and express opinons.</p>	<p>Students will be able to ask and answer more complex questions questions about school in Spanish with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about themselves and others using a variety of verbs regular and irregular with accurate verb endings. Students will be able to build on their knowledge using short sentences to more complex by adding opinions, conjunctions and accurate adjectives and adjectives agreement. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions.</p>	<p>Prior learning: Students have seen verb patterns in the previous module with basic description and this is extended in this module with the use of a variety of verbs as well as regular and irregular. Prior learning was describing yourself and others which is reinforced in this unit in describing your school and timetable.</p> <p>Future learning: Extending on verb pattern to use conjugated verbs in all form. Using 3 tie frames with the future,</p>	<p>Knowledge organiser</p> <p>Sharepoint – PPTS.</p> <p>Kerboodle.</p> <p>Quizlet</p> <p>Memrise</p> <p>Claro 1 textbook</p> <p>Seneca Learning</p> <p>Duolingo</p> <p>LOVEIT grid</p>

	<p>Conjugate verbs in the present tense like estudiar at different forms. Use slang expressions to vary register in a written or spoken production. Describe a timetable in a Spanish school using verbs and the time, days and more details. Describing your school environment using se puede and se debe. Talking about extracurricular activities using antes de and despues de Discuss future plans using the future tense and future expressions.</p> <p>Skills: Using more complex structures to extend your writing with opinions and 3 tenses including the future tense. Vary your language by using slang and expressions starting with qué. Understand grammar and irregular verbs and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts and answering questions about it. Using more complex expressions and write accurately with correct spelling and verb endings. Reading a literary text.</p>	<p>Students will be able to compare their culture and their schools and Spanish monuments.</p>	<p>conditional, imperfect and present. Exploring further Spanish traditions. <u>Future plans is consolidated at GCSE.</u></p>	
--	---	--	---	--

Spring term

Year 8 Spanish Unit 4 Talking about food, healthy diet and health.

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Talking about healthy lifestyles, food, healthy diet and physical health.</p> <p>Comparing different food.</p>	<p>Knowledge: Students will complete a film module at the beginning of the unit where they recap sport vocabulary. Talking about food and drink and giving opinions Using the verbs comer and beber Forming negative expressions Ordering food in a restaurant Using Tu and usted. Discussing what makes a healthy diet Using mucho and poco Saying what parts of the body are hurting Using the verb doler in the present tense Discussing health problems and treatments Using the imperative</p> <p>Understanding: <u>Students will understand how to</u> Talk about food and drink using opinions and conjugated verbs like beber and comer. To form negative expressions when talking about food and drink.</p>	<p>Students will be able to ask and answer questions in Spanish with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about food and drink using cultural knowledge with opinions using a variety of verbs with accurate verb endings. Students will be able to build on their knowledge using more complex structures by adding opinions, conjunctions and accurate adjectives and adjectives agreement as well as comparisons. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions. Students will be able to research Spanish culture, food and tradition independently.</p>	<p>Prior learning: Students have learned sports vocabulary in year 7. Students have already seen the present tense and will be able to conjugate verbs to describe their food. Students have been using opinions and in this unit they are learning specific ones about food.</p> <p>Future learning: Students will review all more complex expressions to improve their work Healthy eating</p>	<p>Knowledge organiser</p> <p>Sharepoint – PPTS.</p> <p>Kerboodle.</p> <p>Quizlet</p> <p>Memrise</p> <p>Claro 1 textbook</p> <p>Seneca Learning</p> <p>Duolingo</p> <p>LOVEIT grid</p>

	<p>Ordering food in a restaurant using quantity and ordering traditional Spanish food. Using Tu and usted to address people in the right way: formal and informal. Discuss what makes a healthy diet and give opinions. Using mucho and poco Say what parts of the body are hurting using the verb doler in the present tense Discussing health problems with matching treatments. Use the imperative to tell someone to take suitable treatment.</p> <p>Skills: Understand cognates to increase vocabulary. Understand grammar and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Organise your own notes. Re-using language. Performing a role play. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Using more complex expressions and write accurately with correct spelling and verb endings. Describing, comparing and contrasting photos</p>	<p>Students will be able to perform a role play about food or health using a good intonation and accents and 3 time frames.</p>	<p>and healthy life will be reviewed at GCSE. Exploring further Spanish traditions.</p>	
--	--	---	--	--

