





Spanish

Key Stage 3 Framework for Learning

Year 8 2016-2017: Creative Foundations

Autumn 1	
Knowledge	<p>1 & 2 "Cosas que me molan" Talking about things you like Grammar : irregular verbs</p> <p>Weeks 3 & 4 "Mi semana" Talking about your week Grammar: using regular verbs in the present tense.</p> <p>Weeks 5 & 6 "Cartelera de cine" Talking about films Grammar: using the near future tense</p> <p>Weeks 7 & 1st week of Autumn Term 2 "Un cumpleaños muy especial" Grammar: using the preterite</p>
Skills	<p>READING Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C] Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D] Demonstrate understanding of main point and opinions in short texts using familiar language. Reference to one tense only. [E]</p>
Assessment	<p>Week 3 Graded writing (Mi Semana present tense) Week 7 Graded reading (Un cumpleaños muy especial preterite tense)</p>
Reward & enrichment	<p>Week 6: After School Spanish speaking Film Club.</p> <p>ANIMATED TALES OF THE WORLD: EN ESPAÑOL - LA TIENDA DE LUIS</p>
Character	<p>QoS – Curiosity Curious to develop their ability to conjugate and manipulating verbs ending to become more autonomous in language manipulation & learning. Curious to understand how online verb tables can be used to strive to become successful language learner.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p> <div style="text-align: right;">  </div>
Autumn 2	
Knowledge	<p>Week 1 "Un cumpleaños muy especial" Grammar: using the preterite</p> <p>Week 2 Los famosos "Talking about life as a celebrity" Grammar: using 3 tenses together.</p> <p><u>PREPARE REVISION HANDOUT FOR END OF TERM EXAM</u></p> <p>Week 3 ¿Adonde fuiste? Developing listening skills - using the four Ws when listening</p>



	<p>In the context of understanding a day out.</p> <p>Week 4 “Las estrellas” To develop our understanding of challenging texts by reading about film stars and films</p> <p>Week 5 To revise and practice formation of preterite, present and near future of regular verbs and ir ser hacer in present and preterite tense</p> <p>Week 6: END OF TERM EXAM: READING skill WRITING skill</p> <p>Week 7 Exam corrections & PLC/ R.A.G. document</p> <p>Week 8 Christmas holidays & traditions in Spain & compared to Mexico.</p>
Skills	<p>WRITING Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past AND the future. [C] Write short texts giving and seeking information and opinions, referring to the past OR future as well the present. [D] Write short text using mainly memorised language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes. [E]</p>
Assessment	<p>Week 3 Graded listening task (A day out Week 6 END OF TERM EXAM: Reading skill. Writing skill.</p>
Reward & enrichment	<p>Week 6: After School Spanish speaking Film Club.</p> <p>Mar adentro (12) Alejandro Amenábar, 2004</p>
Character	<p>QoS – Creativity & Motivation Spanish speaking film to motivate and engage and the topic of celebrities to introduce the world of the famous in Spanish/ South America.</p> <p>CV –Solidarity & Social Responsibility Paired and group works to help each other and self- manage in their own learning.</p> 
Spring 1	
Knowledge	<p>Weeks 1 & 2 STARTER/ HOOK short intro about what they might already know about Spanish Food You may want to use the quiz style – page 50</p> <p>Saying what food you like Grammar: Use a wider range of opinions. Challenge by adding: no aguanto /no soporto/me chifla</p> <p>Weeks 3 & 4 Describing mealtime Grammar: using negatives</p> <p>Weeks 5 & 6 Ordering a meal Grammar: using usted and ustedes</p>
Skills	<p>LISTENING Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, OR the present and the future spoken clearly. [D]</p>



	Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E]
Assessment	Week 3 Graded listening (meal time) Week 5 Graded speaking (Ordering a meal)
Reward & enrichment	Week 6: Sampling of Spanish food.
Character	QofS – Resiliency & Practice By practicing and learning the vocabulary and structures needed for key transactional Spanish: ordering food and drinks, asking for the bill and pointing out basic mistakes. CV – Equality & Equity



Spring 2


Knowledge	<p>Weeks 1 & 2 Describing what you want to buy for a party Grammar: the near future tense. <i>PREPARE REVISION HANDOUT FOR END OF TERM EXAM</i></p> <p>Week 3 Giving an account of a party Using 3 tenses together.</p> <p>Week 4 END OF TERM EXAMS: Writing assessment</p> <p>Timed task: Write about about a party. Short translation into Spanish</p> <p>Week 5 Self-assessment list (can do statements) Easter traditions in Spain & Britain.</p>
Skills	<p>WRITING Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past AND the future. [C] Write short texts giving and seeking information and opinions, referring to the past OR future as well the present. [D] Write short text using mainly memorised language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes. [E]</p>
Assessment	Week 1 Graded listening task (what you want to buy for a party) Week 4 END OF TERM EXAMS: Writing skill.
Reward & enrichment	Week 6: After School Spanish speaking Film Club. Gente de bien (12) Franco Lolli, 2014
Character	QofS – Optimism & Empathy Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment CV – Openness & Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.



Summer 1

Knowledge	Weeks 1 & 2: A short intro. on OPERACION VERANO (some key touristic sites in Spain)
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	<p>¿Qué casa prefieres? Describing a holiday home and discovering more about the comparative.</p> <p>Weeks 3 & 4 ¿Qué se puede hacer en...? Describing holiday activities Using the superlative</p> <p><i>PREPARE REVISION HANDOUT FOR END OF YEAR EXAM</i></p> <p>Weeks 5 & 6 ¿Dónde esta? Asking for directions Using the imperative</p>	
Skills	<p>READING Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least 3 tenses, opinions and some less familiar vocabulary and more complex grammatical structures. [B-] Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C] Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p>	
Assessment	<p>Week 3 Graded listening (homes) Week 5 Graded reading (directions)</p>	
Reward & enrichment	<p>Week 6: After School Spanish speaking Film Club.</p> <p>El último verano de la boyita (12) Julia Solomonoff, 2009</p>	
Character	<p>QoS – Reflection Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Caring for Others & Self-Help Paired work and mixed ability group work ensures students can help and support each other. Exercise book, dictionaries and</p>	
Summer 2		
Knowledge	<p>Week 1 Campamentos de verano</p> <p>Week 2 End of year Speaking exam</p> <p>Week 3 End of year Listening & Reading exams</p> <p>Week 4 ELE week</p> <p>Week 5: Self-assessment EOY EXAMS (with checklist)</p> <p>Weeks 6 + 7 Destinos Describing a world trip Tackling more challenging listening</p>	
Skills	<p>SPEAKING Begin to initiate and develop conversations and narrate event. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future [B-] Take part in longer conversations, expressing and justifying opinions, giving detail AND referring to the present, the past and future. [C]</p>	



	Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to The past OR the future as well as the present. [D] Take part in simple conversations, referring to the present OR the future. Exchange opinions and give simple reasons. [E]
Assessment	Week 1 Graded reading task (reading) Week 3 End of year EXAMS Speaking + Listening & Reading exams
Reward & enrichment	
Character	<p>QoS – Responsibility</p> <p>A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. They will have used their vocabulary booklet and key websites to build up vocabulary knowledge and will have practiced key language structures in all 4 skills in readiness</p> <p>CV - Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be listened/ heard.</p>

