



<ul style="list-style-type: none"> <li>- Some countries expected from Year 7</li> <li>- Family members</li> <li>- Free time activities</li> <li>- Weather</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of present tense from Year 7.</li> <li>- Knowledge of opinions.</li> <li>- Knowledge of articles.</li> <li>- Agreement of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Colours and adjectival agreement</li> <li>- Days of the week</li> <li>- Numbers</li> <li>- Near future tense</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary relating to town and where you live from Year 7</li> <li>- Near future tense</li> <li>- Past tense</li> <li>- Use of 'tengo que'</li> </ul>	<ul style="list-style-type: none"> <li>- Some free time activities</li> <li>- Use of comparatives</li> <li>- Adjectival agreement</li> <li>- Opinion phrases</li> <li>- Use of 'tengo que'</li> </ul>	<ul style="list-style-type: none"> <li>- Opinion phrases</li> <li>- Present tense</li> <li>- Near future tense</li> <li>- Past tense</li> </ul>
<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>	<b>Why are we teaching this now?</b>
<p>Introduces:</p> <ul style="list-style-type: none"> <li>- The past tense for the first time, allowing an opportunity to practise throughout Year 8. Past tense is vital for success at GCSE.</li> <li>- Many students will have been on holiday over the summer – gives relevance to the vocabulary.</li> </ul>	<p>Introduces:</p> <p>Complex grammatical structures using comparatives and superlatives, both impressive at KS3 and GCSE.</p> <p>Develops and re-visits:</p> <ul style="list-style-type: none"> <li>- Vocabulary related to free time activities from Year 7.</li> <li>- The use of present and past tense together (building from term 1)</li> <li>- Justifying opinions</li> </ul>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- Clothes vocabulary</li> </ul> <p>Telling the time</p> <p>Develops and re-visits:</p> <ul style="list-style-type: none"> <li>- Days of the week and numbers (Year 7 Term 1)</li> <li>- Adjectival agreement of colours (Year 7 Term 1)</li> <li>- Further practice of near future tense (Year 7)</li> <li>- key role play skill required for GCSE speaking exam</li> </ul>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- New vocabulary related to the environment which will be studied at KS4</li> <li>- Key grammatical concept of 'il faut' + infinitive</li> </ul> <p>Develops and re-visits:</p> <ul style="list-style-type: none"> <li>- Town vocabulary (Year 7 Term 5)</li> <li>- Present and past tense</li> <li>- Future tense</li> </ul>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- New vocabulary related to health that will be required at KS4.</li> </ul> <p>Develops and re-visits:</p> <ul style="list-style-type: none"> <li>- Justifying opinions</li> <li>- Some free time activities</li> <li>- Role-play skill</li> <li>- Using comparatives (Year 8 Term 2)</li> </ul>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- Cultural knowledge of Tomatina</li> <li>- Topic of festivals and traditions ahead of KS4 study</li> </ul> <p>Develops and re-visits:</p> <ul style="list-style-type: none"> <li>- Present tense</li> <li>- Past tense</li> <li>- Future tense</li> <li>- Giving opinions</li> </ul>

## Term 1: Holidays

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 1: Where do you go on holiday?</b>				
Where do you go on holiday?  <i>¿Adónde vas en vacaciones?</i>	To be able to recognise countries.  To be able to use present of 'ir'	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>  The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why	Term 1 MFL KO	Cultural: Opportunity to discuss Spanish holiday destinations and habits.
Where did you go on holiday?  <i>¿Adónde fuiste de vacaciones?</i>	To be able to use the past of "ir" To combine two tenses	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 1 KO	
How do you travel?  <i>¿Cómo viajas?</i>	To be able to talk about modes of transport.  To be able to use present and past tense of the verb 'viajar'	Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	Cultural: Opportunity to discuss Spanish holiday destinations and habits.
<b>Topic 2: What do you do on holiday?</b>				
What's the weather like?	To revise types of weather.	Ongoing use of low stakes assessment methods such as	Term 1 MFL KO	Cultural: Opportunity to discuss Spanish

<i>¿Qué tiempo hace?</i>		- MWBs to drill vocabulary and check for understanding.		holiday destinations and habits.
What was the weather like? <i>¿Qué tiempo hizo ?</i>	To talk about the weather in the past tense.	- Questioning  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	Cultural: Opportunity to discuss Spanish holiday destinations and habits.
<b>Mid Term Assessment</b>	<b>Writing Assessment: Translation into Spanish to assess vocabulary learnt this term.</b>			
	<b>Reading Assessment: Reading comprehension</b>			
<b>PIT</b>	<b>Students to work on EBI provided from Mid Term Assessment</b>			
<b>Topic 3: What do you do on holiday?</b>				
What do you normally do on holiday? <i>¿Qué haces normalmente en vacaciones?</i>	To talk about holiday activities in the present tense.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	Cultural: Opportunity to discuss Spanish holiday destinations and habits.
What did you do last summer? <i>¿Qué hiciste el verano pasado ?</i>	To talk about holiday activities in the past tense.  To be able to use the passé compose.		Term 1 MFL KO	Cultural: Opportunity to discuss Spanish holiday destinations and habits.
How was it? <i>¿Cómo fue?</i>	To be able to give opinions in the past		Term 1 MFL	
Where would you like to go? <i>¿Adónde te gustaría ir?</i>	To be able to use the future tense to talk about future plans		Term MFL 1	

**Term 2: Media**

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 4: Technology</b>				
How do you use technology? <i>¿Cómo usas tecnología?</i>	To know technology based free time activities. - Introduction of negative structures - To use time expression to add detail	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>	Term 2 MFL KO	Moral and Social: reflecting on how we use technology  Spiritual: reflecting on lifestyle and expressing opinions
What don't you do? <i>¿Qué no haces?</i>	To be able to say what you don't use technology for - Using negatives	The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why	Term 2 MFL KO	
What did you do yesterday? <i>¿Qué hiciste ayer?</i>	To be able to use the past tense to talk about technology based free time activities.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 2 MFL KO	
<b>Mid Term Assessment</b>	<b>Writing Assessment: Write 40-50 words on technology.</b> - What do you do in your free time? - How do you use technology? - What did you do yesterday evening?			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 6: TV</b>				

What TV programmes do you like? <i>¿Qué tipo de programas te gustan?</i>	To be able to give positive and negative opinions about types of TV programmes.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 2 MFL KO	Social: expressing different opinions and respecting other's
What TV programmes do you prefer? <i>¿Qué tipo de programa prefieres?</i>	To be able to use comparatives to compare TV programmes.	Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>		BV: mutual respect  Cultural: appreciation of different genres
<b>Topic 6: Film</b>				
What type of films do you like? <i>¿Qué tipo de películas te gustan?</i>	To be able to give positive and negative opinions about film.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 2 MFL KO	Social: expressing different opinions and respecting other's  BV: mutual respect  Cultural: appreciation of different genres
Which type of films is better? <i>¿Qué tipo de películas es el mejor?</i>	To use superlatives to give opinions about film.			
<b>Term 3: Going out</b>				
<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
<b>Topic 7: Making plans</b>				
Do you want to go to bowling alley? <i>¿Te gustaría ir a la bolera ?</i>	To make plans inviting someone out. - Preposition a - Agreeing and disagreeing	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>	Term 3 MFL KO	Social: develop communication skills and confidence in social interactions

Where shall we meet? <i>¿Dónde quedamos?</i>	To agree on where to meet - Using prepositions	The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Fill in with the correct phrase - Find the odd one out and justify why  Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 2 MFL KO	BV: mutual respect
When do you want to go? <i>¿Cuándo quieres ir ?</i>	To be able to tell the time in Spanish.		Term 3 MFL KO	PSHE: planning and decision making
Why not? <i>¿Por qué no?</i>	To be able to give excuses.		Term 3 MFL KO	Moral: reject invitations respectfully
<b>Mid Term Assessment</b>	Speaking Assessment: Role Play (Making plans) Reading Assessment: Testing receptive vocabulary			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 8: Clothes</b>				
What are you going to wear? <i>¿Qué vas a llevar ?</i>	To know different types of clothing. - To revise adjectival agreement - To revise the near future tense	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 3 MFL KO	Spiritual: explore identity thought clothes PSHE: confidence BV: individual liberty

#### Term 4: Environemnt

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
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<b>Topic 9: What are the problems in your town?</b>				
<p>What are the problems in your town?</p> <p><i>¿Cuáles son los problemas en tu pueblo?</i></p>	<p>To be able to describe environmental problems in your town.</p> <ul style="list-style-type: none"> <li>- Using 'hay and 'no hay'</li> </ul> <p>To able to use tan and tanto</p>	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul>	Term 4 KO	Moral: to discuss civil responsibilities linked to the environment.
<b>Topic 10: How do you protect the environment?</b>				
<p>What do you do at home?</p> <p><i>¿Qué haces en casa?</i></p>	To describe what you do at home to protect the environment.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 4 KO	Moral: to discuss civil responsibilities linked to the environment.
<p>What have you done at school?</p> <p><i>¿Qué hiciste en el colegio?</i></p>	<p>To talk about activities that you have done at school to help the environment.</p> <ul style="list-style-type: none"> <li>- To revise the past tense</li> </ul>		Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 4 KO
<b>Mid Term Assessment</b>	<p><b>Writing Assessment: 40-50 words</b></p> <ul style="list-style-type: none"> <li>- What are the problems in your town</li> <li>- What do you normally do at home</li> <li>- What have you done recently to protect the environment</li> </ul>			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 11: What should we do in the future?</b>				
What must we do?	To use 'tener que' to give solutions to environmental problems.	Ongoing use of low stakes assessment methods such as	Term 4 KO	

¿Qué tenemos que hacer?		MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>		
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Term 5: Healthy Living				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>End of Year Assessment</b>	Reading, Listening and Writing assessed			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 12: What sports do you do?</b>				
What sports do you do? <i>¿Qué deporte hace?</i>	To be able to say what sports you do. - To use jugar and hacer accurately - To use time expression  To give opinions about sport	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>  The different type of questions are:  - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why  Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 5 KO	Spiritual: reflection on lifestyle  PSHE: promotes healthy living  Social: reflection on shared activities
What sport is better? <i>¿Cuál es el mejor deporte?</i>	To be able to compare different sports.  To be able to use comparative structures.		Term 5 KO	

		Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> aligned with classroom learning.		
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**Topic 13: What must you do to be a champion?**

What must you do to be a champion? <i>¿Qué tienes que hacer para ser campeón?</i>	To talk about healthy habits for sporting success. - Using 'tener que' and 'no tener que'	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> aligned with classroom learning.	Term 5 KO	Moral; develops understanding of effort and discipline  PSHE: encourages healthy habits
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**Topic 14: Illness**

How are you? Pt. 1 <i>¿Cómo estás? Pt. 1</i>	To describe what is wrong - Using 'me duele'	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> aligned with classroom learning.	Term 5 KO	Cultural: talking about Kent and what it has on offer for tourists
How are you? Pt. 1 <i>¿Cómo estás? Pt. 2</i>	To be able to give recommendations - Doctor role plays		Term 5 KO	

**Term 6: Celebrations**

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 15: What do you celebrate?</b>				
What do you celebrate?	To know different types of celebrations.	Each lesson should begin with a retrieval-based starter. Questions	Term 6 KO	Cultural: Looking at differences

<p><i>¿Qué fiestas celebras?</i></p> <p>How do you celebrate Christmas?</p> <p><i>¿Cómo celebras la Navidad?</i></p>	<p>To talk about Christmas traditions.</p> <p>To know how Christmas is celebrated in Spain.</p>	<p>should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> aligned with classroom learning.</p>	<p>Term 6 KO</p> <p>Term 6 KO</p>	<p>between Spanish and English celebrations.</p> <p>BV: mutual respect.</p> <p>Social: respectful communication with others</p> <p>PSHE: planning and taking responsibility</p>
<p>How are you going to celebrate your birthday?</p> <p><i>¿Cómo vas a celebrar tu próximo cumpleaños?</i></p>	<p>To be able to talk about your next birthday.</p> <ul style="list-style-type: none"> <li>- To revise months and years</li> <li>- To revise the near future tense</li> </ul>			
<p><b>Mid Term Assessment</b></p>	<p><b>Writing Assessment: 40-50 words</b></p> <ul style="list-style-type: none"> <li>- How you normally celebrate Christmas</li> <li>- Your opinion on festivals</li> <li>- Plans for your next birthday</li> </ul>			
<p><b>PIT</b></p>	<p><b>Students to work on EBI provided from Mid Term Assessment</b></p>			
<p><b>Topic 16: Tomatina</b></p>				
<p>What is Tomatina?</p> <p><i>¿Qué es la Tomatina?</i></p>	<p>To know the history of Tomatina.</p> <p>To talk about a typical day celebrating Tomatina.</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 6 KO</p>	<p>Cultural: Looking at different Spanish foods and drinks.</p> <p>BV: mutual respect</p>

		Weekly homework on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> aligned with classroom learning.		
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