

Subject:	MFL	Year	8	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic				
Topic overview	Holidays	Customs and festivals	Cinema, TV, books and Music.	Celebrity culture
Students will learn...				
Components	<p>Students can understand and independently produce language to use more complex sentences and a range of past tenses to describe holidays.</p> <p>Students can recognise different past tenses and use them accurately with support.</p> <p>Students can use their knowledge of phonics to pronounce language accurately.</p> <p>Students can use a range of prepositions in context.</p> <p>Students can use adverbs of time accurately and in context.</p> <p>Students can recognise and use more complex structures (PDO/Y)</p>	<p>Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about which festivals they celebrate and how.</p> <p>Students use the near future, adverbs of sequence and complex structures</p>	<p>Students can understand and independently produce language to use complex sentences to describe films, tv programmes, books and music.</p> <p>Students can recognise the recent past tense and use it accurately with support.</p> <p>Students can use their knowledge of phonics to pronounce language accurately.</p> <p>Students can use a range of adverbs of time and frequency in context.</p> <p>Students can use complex structures such as modal verbs (querer), ser necesario, and acabar de correctly in context.</p>	<p>Clothing</p> <p>Fashion</p> <p>Summarise background information: Place of birth, hobbies, families,</p> <p>Giving opinions</p> <p>Regular and irregular verbs – all SOL</p> <p>Colours and shades</p> <p>Adjectival agreement</p> <p>Positioning of adjectives in a sentence</p>
What Students should already know (Prior learning components)	<p>Opinion phrases</p> <p>Complex opinions</p> <p>PDOs.</p> <p>Adverbs of time/frequency. Countries.</p> <p>Verb: <i>ir</i>.</p> <p><i>Siempre he querido, encantar, odiar,</i></p> <p>Activities</p> <p>Comparatives & superlatives</p> <p>Months, days of the week</p> <p>Question words: <i>donde, que piensas</i></p>	<p>Perfect tense</p> <p>Some items of food and drink</p> <p>Future tense (near future)</p> <p>Key -ar verbs</p>	<p>Opinions</p> <p>present and past tense with AR verbs</p> <p>imperfect phrases</p> <p>complex reasons</p> <p>PDOs</p> <p>comparatives/superlatives</p> <p>Question words</p> <p><i>El/ella es</i> re. actors/character physical descriptions/personalities</p> <p>Questions: <i>por que, qué, quién, cuándo</i></p> <p>Broadcasting - days of week, times a.m. times</p> <p>Negatives: <i>nunca</i></p> <p>Question words: <i>donde, que piensas de</i></p>	
Key lexicogrammar pupil will know and learn	<p>Know and understand :</p> <p><i>Ir+ negative</i></p> <ul style="list-style-type: none"> perfect tense: <i>fui, viajé, compré</i> imperfect tense (<i>fue</i>) imperfect tense (<i>había/no había</i>) weather phrases in past tense prepositions of place: (next to, behind/in front, opposite, near to/far from <p>Complex structures:</p> <p>PDO: y</p> <ul style="list-style-type: none"> <i>acabar de</i> 	<p>Know and understand -er verb patterns.</p> <p>Use of ir with verbs for simple future and adverbs of sequence for ordering descriptions of events.</p> <p>Use of verbs in the 1st and 3rd person singular</p>	<p>Know and understand :</p> <ul style="list-style-type: none"> Different types of genre of films/tv programmes/literature How to give opinions and reasons about different genres Referring to recent past Using '<i>soy fan de / me da miedo / acabo de</i> structures <i>Querer</i> (past, conditional) <i>somos</i> <i>me gustaría</i> <i>fue</i> <i>ver/leer/ escuchar</i> comparatives 	

		<p>Know past tense of tener and ser</p> <p>Know and use partitive articles</p> <p>Know and use I have always wanted do</p>	<ul style="list-style-type: none"> • superlatives • adverbs of frequency • adverbs of time (past) • Complex structures: <ul style="list-style-type: none"> • Es necesario + INF • it makes me happy/ sad/cry/frightened • siempre he querido/ver/leer ...present tense 	
Transferrable knowledge (skills)	<p>The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence.</p> <p>The ability to write more complex sentences.</p> <p>The ability to use and understand a range of adverbs of frequency and intensity.</p> <p>The ability to compare and contrast.</p> <p>The ability to write in different time frames.</p> <p>The ability to use verbs accurately in different tenses</p> <p>The ability to form questions in different tenses.</p>	<p>The ability to apply knowledge of phonics to new vocab acquisition.</p> <p>The ability to conjugate verbs in modelled patterns.</p> <p>The ability to use basic structures across 2 tenses.</p> <p>A knowledge of how to use tener and ser with past participles to refer to past celebrations.</p> <p>The ability to use the partitive in relation to gifts given and reviewed</p>	<p>The ability to apply knowledge of phonics to pronounce new words and phrases with increasing accuracy and confidence.</p> <p>The ability to write more complex sentences.</p> <p>The ability to use and understand a range of adverbs of frequency and intensity.</p> <p>The ability to write more confidently using different time frames.</p>	
Assessment activities	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> translation writing listening</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> Role play Translation</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p> <p><u>Summative assessment:</u> listening reading speaking translation</p>	
Resources available	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC homework Dictations</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC homework</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC homework Dictations</p>	

		Dictations		
Notes Why this topic is important...	<p>This enables students to extend their responses with more complex structures with different tenses and develop their understanding and use of verbs within different time frames.</p> <p>This topic enables students to compare and contrast.</p> <p>This topic enables students to link holidays with a range of activities which are done on holiday.</p> <p>Students learn about different time frames and how to use them simply in context.</p>	<p>This enables students to extend their responses by using adverbs of sequencing.</p> <p>The topic enables students to show an understanding of a range of cultures/celebrations and to give opinions on them.</p>	<p>This topic enables students to extend responses with more complex language and structures in different time frames.</p> <p>This topic allows students to consolidate their understanding of different tenses and allows them to use a range of verbs in a different context.</p> <p>This topic enables students to practise the comparative and the superlative again in a different context.</p> <p>This topic enables students to link media/literature with free time activities and with family and friends.</p> <p>Students learn about how to use DE correctly with key expressions so that their spoken and written French is accurate.</p>	
Cultural capital	<p>Maps of Europe, flags, countries and capital cities.</p> <p>Landmarks in different European cities</p>	<p>Images and vocabulary related specifically to a range of festivals.</p>	<p>Famous Spanish film and tv celebrities</p> <p>Famous Spanish literature and authors</p>	
	<p>Links to NC:</p> <p>Speak: answer questions on past holiday s</p> <p>Listen: identify key points about others' holidays</p> <p>Transcribe: simple sentences with opinions/reasons about holidays.</p> <p>Speak/write give descriptive account of holiday experiences</p> <p>Read/ translate detailed accounts of holiday related texts</p> <p>Vocabulary: holiday vocab (hotels, destinations, holiday activities)</p> <p>Grammar: use past, future tenses and conditional phrase <i>me gustaría</i></p> <p>Cultural capital: Top Spanish holiday destinations/holiday types in Spain</p>	<p>Links to NC:</p> <p>Speak: ask and answer questions on customs/festivals</p> <p>Listen: identify key points about customs/festivals</p> <p>Transcribe: simple sentences and short paragraphs on customs/festivals inc. different tenses</p> <p>Speak/write: give descriptive/narrative on customs/festivals</p> <p>Read/ translate descriptions of customs/festivals</p> <p>Vocabulary: customs/festivals</p> <p>Grammar: past tense irregular verbs. Conditional, future</p> <p>Cultural capital: Spanish customs and festivals</p>	<p>Links to NC:</p> <p>Speak: answer questions on film/ TV programmes, books</p> <p>Listen: identify key points about films/TV programmes, books</p> <p>Transcribe: simple sentences with opinions/reasons.</p> <p>Speak/write: give descriptive account of film/book synopsis</p> <p>Read/ translate detailed accounts of film/programme/book plots</p> <p>Vocabulary: film/tv/book genres, characters.</p> <p>Grammar: perfect tense irregular verbs,</p> <p>Cultural capital: Famous Spanish celebs/artists</p>	