

Year 8: ¿Qué hacemos? (What do we do?)

Why are we studying this unit of work? Knowledge we need now: Discussing how to make plans to go out allows students to relate the vocabulary they are learning to their own life, as well as develop on prior learning. This topic encourages students to expand their vocabulary and use longer sentences as well as use new adjectives.

How does this unit build on students' prior learning? Pupils are able to expand their language skills so that they can talk about future plans. They will be able to talk about what they want to do, make excuses and plan what to wear. The focus on pronunciation and asking and understanding questions will enable the use of previously covered vocabulary while develop skills in speaking, listening, reading and writing.

Core concepts built upon from KS3:

Y7- Pronunciation, present tense verbs, adjective agreement, speaking coherently and confidently, expressing ideas, y8 immediate future tense.

How does this unit provide a foundation for future learning? Knowledge we need for later: Pupils continue their exposure to the key language learning skills are listening, speaking, reading and writing in a foreign language. They are developing fundamental language learning skills and good habits at word & increasingly complex sentence level. This grounding will help them as their language learning becomes more and more sophisticated.

Summative assessment: Vocabulary test, extended writing- marked piece of work.

Literacy Focus:

- SPaG – Spelling
- Vocabulary – Frayer/PUSH
- Oracy – SLANT/Paired talk/Sentence Stems/Pronunciation.
- Writing – Extended writing using writing frames and modelling
- Reading – Questioning/Predicting/Using prior knowledge.

Ambitious vocabulary: Conjugation/infinitive/past Participle.

SMSC- Students are building their knowledge of international countries and areas promoting tolerance and celebrations of other customs and races.

Cross Curricular links: Technology/Textiles- clothing SMSC – social and economic problems/making excuses.

Year Group	Basic (Lower Ability End Points)		Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)	
8	<ul style="list-style-type: none"> Arrange to go out Saying 'I would like+ infinitive' Making excuses Using 'I want' and 'I can' Talk about clothing Use 'this' and 'these' Talk about sporting events Use three tenses in basic form use the present tense of a range of regular verbs use a wider vocabulary relating to topics covered give opinions and reasons ask a variety of simple questions identify main points from longer texts when listening identify main points from longer texts when reading take part in short conversations, using familiar language speak clearly, attempting good pronunciation apply pronunciation skills and phonics to learning new vocabulary and phrases identify negatives translate short paragraphs into English with reasonable accuracy write short paragraphs using a range of grammar and vocabulary translate sentences with reasonable accuracy into Spanish. 		<ul style="list-style-type: none"> Arrange to go out using connectives Saying 'I would like+ infinitive' and go beyond basic sentences Making excuses Using 'I want' and 'I can' to form detailed sentences Talk about clothing including colour Use 'this' and 'these' Talk about sporting events Use three tenses with confidence use the present tense of a range of regular and irregular verbs use a wider vocabulary relating to topics covered and some unfamiliar give opinions and reasons ask a variety of simple questions identify main points and details from longer texts when listening identify main points and details from longer texts when reading take part in short conversations, using familiar and unfamiliar language speak clearly, with good pronunciation apply pronunciation skills and phonics to learning new vocabulary and phrases use negatives use connectives and a range of discourse markers translate short paragraphs into English write longer paragraphs using a range of grammar and vocabulary translate sentences with reasonable accuracy into Spanish. 	<ul style="list-style-type: none"> Arrange to go out using a range of connectives and opinions Saying 'I would like+ infinitive' in detail Making excuses using connectives and expression Using 'I want' and 'I can' as well as negative forms Talk about clothing including colour and material/sizes Use 'this' and 'these' Talk about sporting events in detail Use three tenses in detail use vocabulary beyond the basics give opinions and reasons ask a variety of simple questions use accurate spelling and punctuation identify main points and details from longer texts when listening identify main points and details from longer texts when reading take part in conversations, using familiar language speak clearly and confidently, with good pronunciation apply pronunciation skills and phonics to learning new vocabulary and phrases use negatives use connectives and a range of discourse markers translate short texts into English accurately write longer paragraphs using a wide range of grammar and vocabulary translate sentences with good accuracy into Spanish. 	
Time	Non negotiables			Adapt to the needs of the class	
	Key Idea	Content	Key Vocabulary	Suggested approaches to learning and resources	Feedback

1	¿Te gustaría ir al cine?	<p>Know more: Arranging to go out</p> <p>Do more: Using me gustaría + infinitive</p> <p>Go further: Speaking – preparing for role-plays (this is an important skill for their GCSE in MFL)</p>	<p>¿Te gustaría ir al/la...? cine bolera cafetería centro comercial museo parque pista de hielo polideportivo ¿Te gustaría venir a mi casa? Vale. De acuerdo. Muy bien. ¡Genial! Sí, me gustaría mucho. ¡Ni hablar! ¡Ni en sueños! No tengo ganas. ¡Qué aburrido! ¿Dónde quedamos? detrás del/de la... delante del/de la... enfrente del/de la... al lado del/de la... en tu casa ¿A qué hora? a las seis a las seis y cuarto/media a las siete menos...</p>	<p>Grammar: G a + el = al G de + el = del G conditional: me/te gustaría + infinitive</p> <p>Skills: – pronunciation of h (silent) PoS GV2 Grammatical structures (me gustaría + infinitive) LC5 Accurate pronunciation and intonation LC6 Translation into English</p> <p>Connect: Whiteboard starter from PowerPoint</p> <p>Content: 3. Year 9- que hacemos</p> <p>Grammar point: a/some Application: Role play about what they want to do using me gustaria Consolidation Peer assessed survey/role play speaking prompts</p>	<p>Instant feedback from connect</p> <p>Feedback from listening activity</p> <p>Written feedback from writing activity</p>
2	Lo siento, no puedo	<p>Know more: Making excuses</p> <p>Do more: Using querer and poder</p> <p>Go further: Team work – understanding and making conversations</p>	<p>¿Quieres salir? Lo siento, no puedo. Tengo que... hacer los deberes ordenar mi dormitorio cuidar a mi hermano pasear al perro lavarme el pelo salir con mis padres No quiero. No tengo dinero. No puede salir.</p>	<p>Grammar: G stem-changing verbs querer, poder (present tense) – tener vs tener que + infinitive</p> <p>Skills: PoS GV2 Grammatical structures (stemchanging verbs) LC3 Conversation LC4 Expressing ideas (writing) Connect: Retrieval using mini whiteboards Content: 3. Year 9- que hacemos</p> <p>Challenge: Include a range of connectives and time phrases</p> <p>Application: Gap listening. Discussion of verbs,. Listening and reading activities- extended comprehension</p>	<p>Instant feedback from categorise activity</p> <p>Vocab test</p> <p>Self-assess</p> <p>Exit ticket feedback</p>

				Consolidation: Exit tickets. Speaking – discussion of local area and asking questions.	
3	¿Cómo te preparas?	<p>Know more: Discussing getting ready to go out</p> <p>Do more: Using reflexive verbs</p> <p>Go further: Aiming high – pronouncing correctly</p>	<p>¿Cómo te preparas cuando sales de fiesta?</p> <p>Me baño. Me ducho.</p> <p>Me lavo la cara. Me lavo los dientes. Me visto. Me maquillo. Me peino. Me aliso el pelo. Me pongo gominas.</p> <p>Primero... Luego... Después... Finalmente... siempre a veces nunca</p>	<p>Grammar: reflexive verbs (present tense) – frequency expressions – sequencers</p> <p>Skills: PoS GV2 Grammatical structures (reflexive verbs) LC6 Reading comprehension LC8 Writing creatively Connect: Translations on mini whiteboards</p> <p>Content: 3. Year 9- que hacemos</p> <p>Application: Listening and reading tasks linking key vocabulary Complete role play task</p> <p>Consolidate: Asking and responding to questions verbally.</p>	<p>Instant feedback from translations</p> <p>Peer assessment of detailed answers.</p> <p>Whole class feedback to be given</p>
4	¿Qué vas a llevar?	<p>Know more: Talking about clothes</p> <p>Do more: Saying ‘this/these’</p> <p>Go further: Problem solving</p>	<p>¿Qué llevas normalmente los fines de semana?</p> <p>Normalmente los fines de semana llevo... un jersey un vestido una camisa una camiseta una falda una gorra una sudadera unos pantalones unos vaqueros unos zapatos unas botas unas zapatillas de deporte amarillo azul blanco gris marrón morado naranja negro rojo rosa verde de muchos colores ¿Vas a salir esta</p>	<p>Grammar: G adjective agreement (colour adjectives) G demonstrative adjective este/esta/ estos/estas –</p> <p>Skills: PoS GV2 Grammatical structures (demonstrative adjectives) LC1 Listening and responding LC4 Expressing ideas (writing)</p> <p>Pronunciation and phonics Pronunciation practise pronunciation of j and z</p> <p>Content: 3. Year 9- que hacemos</p> <p>including reading, listening, speaking and writing activities.</p> <p>Application: Listening tasks based on survey. Create own speaking interview with peers use of recorders so students can review and peer assess pronunciation.</p>	<p>Whole class feedback from previous lesson</p> <p>Vocab test</p> <p>Peer review of questions and pronunciation</p>

			<p>noche? Sí, voy a ir al/a la... ¿Qué vas a llevar? Voy a llevar este/esta/estos/estas...</p>	<p>Consolidate: Using new knowledge to produce a paragraph</p>	
5	¡Hoy partido!	<p>Know more: Talking about sporting events Do more: Using three tenses Go further: Accessing authentic materials</p>	<p>Juego en un equipo de fútbol. Mi pasión es el tenis. Ayer jugué un partido. El año pasado fui a un torneo. El año que viene voy a ir a...</p>	<p><u>Grammar:</u> using three tenses (present, preterite, near future) together <u>Skills:</u> PoS GV1 Tenses (present, preterite and near future) LC5 Speaking coherently and confidently LC8 Translation into Spanish</p> <p>Connect: dictation</p> <p>Content: 3. Year 9- que hacemos</p> <p>including reading, listening, speaking and writing activities.</p> <p>Application: Extended reading tasks</p> <p>Consolidate: Cognates activity</p>	<p>Instant feedback from connect</p> <p>Feedback from listening activity</p> <p>Written feedback from writing activity</p>