

Spanish

Learning a foreign language is a crucial part of a child's academic and social development, allowing them to become more knowledgeable about the world around them, and to develop their skills and confidence to participate in an increasingly global society. Learning a language provides students with academic and cultural capital that will enable them to be well educated citizens and afford them opportunities to interact more widely with others in their life post CVC. At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In French these strategies include using mini whiteboards to ask questions and give feedback to the whole class, regular short progress checks and frequent whole class questioning and feedback.

All Y8 pupils have access to www.sentencebuilders.com. To access the precise language that pupils will be studying, pupils should log on and navigate through 'resources' to 'school resources' and there they will find a folder of all the key knowledge for their year group in an accessible format, with a huge range of opportunities to practise what they have been studying in school.

Each subunit typically lasts 6 lessons and at the end of each full unit, pupils review learning from previous units with a view to working on increasing their fluency and ability to use the language they have learnt at speed, particularly in spoken French. Assessments may also build in work from previous units so that pupils are always building on what they have learnt before.

Autumn Term

Topic	Age and birthday	Hair and eye colour	Where I live and am from
Key grammar and language functions	Use of <i>tener</i> (to have) to give age Understanding that it is the verb ending that tells you who and when as pronouns are rarely used in Spanish.	Use of three main verbs: <i>tener</i> (to have), <i>llamarse</i> (to call oneself) and <i>llevar</i> (to wear/carry). Adjectival agreements.	Use of the verb <i>vivir</i> (to live) to say where they and others live. Adjectival agreements.
Summative Assessment	Listening and reading		Speaking on Y8 Spanish content so far
How does this unit prepare students for future study?	Pupils learn how to introduce themselves and others and they begin to work with several different Spanish verbs. This is an essential foundation to having a good understanding of how Spanish works (particularly with regards pronouns not being used) which will be necessary to build on for the future.	Pupils start to learn about patterns of regular verbs and adjectival agreements. Both of which are foundational concepts for future study of Spanish.	Pupils start to learn about patterns of regular verbs and adjectival agreements. Both of which are foundational concepts for future study of Spanish.

Spring Term

Topic	Talking about my family members	Describing myself and others
Key grammar and language functions	Use of <i>tener</i> (to have), <i>hay</i> (there is or there are) and <i>me llevo bien/mal con</i> (I get on well/badly with)	Use of <i>ser</i> (to be), <i>tener</i> (to have) and adjectival agreements
Summative Assessment Strategies	Mid-year assessment writing on all Y8 content so far	
How does this unit prepare students for future study?	Pupils are introduced to a greater range of verbs which go beyond just describing themselves and others. They are introduced to a second reflexive verb (<i>llevarse</i>) which will be important to support their learning of more reflexive verbs in the future.	Pupils are introduced more fully to the verb <i>ser</i> and to adjectival agreements when describing people. Both are foundational concepts which are required for them to make progress in the future.

Summer Term

Topic	Opinions about food and drink (1)	Opinions about food and drink (2)	Weather and free time
Key grammar and language functions	Opinion verbs and <i>comer</i> (to eat) and <i>beber</i> (to drink).	As Unit 3A with the addition of <i>desayunar</i> (to have breakfast), <i>almorzar</i> (to have lunch), <i>merendar</i> (to have an afternoon snack) and <i>cenar</i> (to have an evening meal).	The verbs <i>hacer</i> (to do), <i>jugar</i> (to play) and <i>ir</i> (to go) in the present tense.
Summative Assessment Strategies	Reading and listening		End of year exam – translation into Spanish
How does this unit prepare students for future study?	Pupils are introduced to two common regular ER verbs. The patterns they learn will then be applied to many more verbs in the future.	Pupils are introduced to a range of AR verbs, some of which are stem-changing verbs. The patterns they learn will then be applied to many more verbs in the future.	Pupils are introduced to three common verbs, including one stem-changing verb and two which are irregular. Pupils will need to use these verbs competently throughout KS3 and KS4.