

## Spanish - Year 8 - Medium Term Plan

Y 8 Module 3	Title: <i>A comer</i> (GCSE theme: Identity and culture)	
Why are you teaching it?	To develop language to talk about the different foods To improve use of opinions in a wider range To use the negative adverb and time expressions To introduce the near future tense when talking about what to order in a restaurant <i>To introduce the use of the formal You</i>	<u>Misconceptions</u> Using the masculine indefinite article after nouns ending in -a Familiar/polite 'you': <i>tú / usted / ustedes</i> <i>Plural of verbs before mentioning plural nouns</i>
Why are you teaching it now? What prior learning do students have ?	To reinforce the use of opinions, connectives and present tense verbs and to introduce the use of the near future tense when ordering in a restaurant. This topic uses a lot of cognates and near-cognates to support learning. This content is very likely to be used by students while on holidays in a restaurant Modules 1-5 plus cultural project work. Year 7 Curriculum. (GCSE themes: Identity and culture, Current and future study and employment, Identity and culture)	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p><b>LPA</b> <i>To be able to describe what food they like and mealtimes with the use of connectives and basic opinions and to be able to include one example of something they did yesterday with limited vocabulary and grammar.</i></p> <p><b>MPA</b> <i>To be able to describe what food they like and mealtimes with the use of higher level connectives, time phrases and opinions phrases and be able to understand the near future tense and give a couple of clear examples.</i></p> <p><b>HPA</b> <i>To be able to give an extended description of what food they like and mealtimes with a range of present tense verbs and several</i></p>	<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u> <i>Me gusta(n) + definite article</i> <i>¿Qué no te gusta comer/beber?</i> <i>Prefiero...</i> <i>Odio...</i> <i>Me gusta(n) (mucho)...</i> <i>Me encanta(n)...</i> <i>No me gusta(n) (nada)...</i> <i>¡Qué asco!</i> <i>¡Qué rico!</i> negatives: <i>no, nunca,</i> <i>no... nada</i> <i>¿Qué desayunas?</i> <i>Desayuno...</i> <i>café, cereales, churros</i> <i>No desayuno nada.</i> <i>¿Qué comes?</i> <i>Como...</i> <i>un bocadillo, paella</i>

	<p><i>examples in the near future tense with accurate spelling and grammar.</i></p> <p><i>Oracy - Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</i></p> <p><i>Literacy - all detailed in the Scheme of Work.</i></p> <p><i>SEND - Use of LA Provision - templates provided for activities. Chrome Book provided if required. Visual prompts. Reinforcement of oral instructions. Constantly revise and reinforce learning. Provide good role modules by making use of the other students and staff. End of module vocabulary and regular teacher check-in. See Scheme of Work.</i></p>	<p><i>¿Qué cenas? Ceno... pollo con ensalada No como.../Nunca como... familiar/polite 'you': tú / usted / ustedes using the present and the preterite together Buenos días. ¿Qué va a tomar (usted)? ¿Qué van a tomar (ustedes)? ¿Y de segundo? ¿Para beber? ¿Algo más? Tengo hambre. / Tengo sed... near future tense (full paradigm) ¿Qué vas a traer/comprar? Voy a traer... fajitas guacamole quesadillas Voy a comprar...</i></p>
<p>Assessments: Mid term and End of Module Assessment</p>	<p><b>LPA 50%</b></p> <p><b>MPA 70%</b></p> <p><b>HPA 90%</b></p>	<p>Viva 2 Translation exercise Spanish to English. A comer.</p> <p>Viva 2 end of Module 3 Listening, Reading and Writing. A comer.</p>