**Some FCSE classes follow a separate, reduced SOL which covers less units over the three year course. This is because they only have one lesson a week as opposed to two. For the units they do cover, students will still cover the same material as other classes but would be expected to do so with less detail.**

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7- FCSE**

**Half Term 1**

|  |  |
| --- | --- |
| Number of Hours  6 weeks  = 6 lessons | **Theme 1 My World**  **Unit 1** Relationships, Family and Friends  Simple/ basic information re: personal details of self, others, pets; alphabet; physical appearance and some character traits; simple personal relationships – e.g. problems with parents / siblings / friends; welcoming and making introductions.  **Skills**   * memorising * respond appropriately * pronunciation and intonation * spoken and written language * use language within the classroom etc. * communicate in pairs etc. * make links with English  Cultural Awareness  * Spanish traditions – celebration of Saint’s Day. * Understanding of alternative ways of greeting people e.g. tu/usted. |
| 1 | Greetings- introductions/welcoming/ Personal information – name and verb ‘llamarse’, introduce question words. |
| 1 | Spanish alphabet and verb ‘escribir’. Pupils study the pronunciation and spelling link. |
| 1 | Personal information – name & spelling – using llamarse, escribir, question words and personal greetings |
| 1 | Numbers 1- 31 |
| 1 | Personal information – name, age and the verb tener – using numbers 1 - 12 |
| 1 | Dates (including days of the week) – using numbers 1 - 31 |
| **Reasons behind order of topic in this half term** | |
| * Pupils coming from primary schools may never have studied Spanish and need a basic introduction. * Starting with Theme 1- My World and Unit 1 allows pupils to communicate their personal information. * Scaffolding – Each topic builds on the previous * Introduces basic yet high frequency verb formations | |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7 FCSE**

**Half Term 2**

|  |  |
| --- | --- |
| Number of Hours  6 weeks  = 6 lessons | **Theme 1 My World (Same theme is continued in second half term)**  **Unit 1** Relationships, Family and Friends  Simple/ basic information re: personal details of self, others, pets; alphabet; physical appearance and some character traits; simple personal relationships – e.g. problems with parents / siblings / friends; welcoming and making introductions.  **Skills**   * memorising * respond appropriately * pronunciation and intonation * spoken and written language * use language within the classroom etc. * communicate in pairs etc. * make links with English  Cultural Awareness  * Music: end of unit songs / celebrating Spanish fiestas/ Christmas. * Hispanic speaking countries. |
| 1 | Personal information – name, age, birthday, nationality - using llamarse, escribir, personal greetings, numbers 1-31 and months of the year |
| 2 | Basic Character Traits   * asking questions with *¿Cómo?* *¿Cuánto?* and *¿Quién?* * irregular verbs *tener, ser* (all persons) * agreement of adjectives * possible use of future tense (future self) * **possible** expressions in Imperfect e.g. era, tenía, me gustaba – to say what you were like when younger |
| 1 | Basic likes/dislikes  Opinion words (gustar and similar impersonal verbs), basic hobby vocabulary. **Possible** Preterite Tense – to talk about birthday and what you did last weekend. |
| 1 | Basic opinions on family members/relations  Family members, posessive adjectives, opinions words. |
| 1 | Relationships with others  Opinion words, family members. |
| **Reasons behind order of topic in this half term** | |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language. * Scaffolding – Each topic builds on the previous * Opportunity to revisit key grammatical structures and skills. | |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7 FCSE**

**Half Term 3**

|  |  |
| --- | --- |
| Number of Hours  6 weeks  = 6 lessons | **Theme 2 Holidays and Leisure**  **Unit 4** Leisure  Free time activities and hobbies, giving likes/dislikes and opinions, Television and Film, types of TV programme and films, giving opinions  Musical instruments  **Skills**   * identify patterns * memorising * use reference materials * listen for gist/detail * skim and scan * respond appropriately * ask and answer questions * spoken and written language * apply grammar * different countries/cultures * compare experiences * communicate in pairs etc. * use TL in engaging topics * pronunciation and intonation * Use language within the classroom * make links with English  Cultural Awareness  * Activities of typical Spanish teenagers in comparison to free time activities in England. * Awareness of similarities and differences between Spanish and British free time e.g. popularity of football, interest in other sports such as handball. |
| 3 | Free time activities and hobbies   * Opinions. Me gusta + infinitive * Basic hobby vocabulary * Extended free time activity and hobby vocabulary * Extending opinion sentences with varied connectives * **Possible-** preterite tense to describe past activities (recall- preterite tense covered briefly in term 1 for past activities) * **Possible-** future tense to describe future activities (recall- future tense covered briefly in term 1) |
| 3 | Television and Film   * types of TV programme and films * Opinions. Me gusta + infinitive * Extending opinion sentences with varied connectives * Adjective agreement to give opinions on films, TV programmes etc. |
| **Reasons behind order of topic in this term** | |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language. * Language from term 1 is revisited and consolidated. Opportunity to revisit key grammatical structures and vocabulary * Scaffolding – Each topic builds on the previous | |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7 FCSE**

**Half Term 4**

|  |  |
| --- | --- |
| Number of Hours  6 weeks  = 6 lessons | **Theme 2 Holidays and Leisure**  **Unit 4** Leisure  Free time activities and hobbies, giving likes/dislikes and opinions, Television and Film, types of TV programme and films, giving opinions  Musical instruments |
| 2 | Musical instruments   * Musical instrument vocabulary * **Possible-** Conditional tense to discuss an instrument you would like to play * Opinions. Me gusta + infinitive * Extending opinion sentences with varied connectives |
| 4 | Inviting others/arranging to meet   * Arrangement vocabulary e.g. places to meet * Activities * Question words |
| **Reasons behind order of topic in this term** | |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language. * Language from term 1 is revisited and consolidated. Opportunity to revisit key grammatical structures and vocabulary * Scaffolding – Each topic builds on the previous | |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7**

**Half Term 5**

|  |  |
| --- | --- |
| Number of Hours  6 weeks  = 6 lessons | **Theme 2 Holidays and Leisure**  **Unit 4** Leisure  Adverts, notices and special offers; clothes - asking re. size, colour, price, style, opinion, payment.  **Skills**   * identify patterns * memorising * listen for gist/detail * pronunciation and intonation * ask and answer questions * write clearly and coherently * sounds and writing * apply grammar * different countries/cultures * communicate in pairs etc. * make links with English * language for interest/enjoyment * use TL in engaging topics * use reference materials * skim and scan * respond appropriately * compare experiences * use language within the classroom * use more complex language  Cultural Awareness  * Spanish shops * Difference in English and European sizes. |
| 2 | Clothes   * Key clothes vocabulary * Describing clothes- material colours and opinion. |
| 2 | Shops   * simple signs and announcements in shops and adverts about shopping: opening/ closing times, special offers, discounts, sales. * Different sections in a department store * Numbers, clothes vocabulary |
| 2 | Dialogue in a shop   * simple info about goods: description, quantity, price, material, size, availability, and opinion. * Indirect and Direct object pronouns. * Demonstrative adjs. and pronouns. * To say you will / will not buy something and give reason. Future tense will be used. * Revision of question words. * Lo bueno / lo malo / lo mejor / lo peor. |
| **Reasons behind order of topic in this half term** | |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language. * Scaffolding – Each topic builds on the previous * Opportunity to revisit key grammatical structures and skills. | |

**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7**

**Half Term 6**

|  |  |
| --- | --- |
| Number of Hours  6 weeks  = 6 lessons | **FCSE Portfolio-** lesson time to complete any outstanding portfolio assessments to ensure that a full portfolio can be carried through to year 8. Lessons to be spent revising, preparing and completing assessments.  Students are giving the time to finalise their assessments through reviewing their portfolio thus far. Students may also be given the opportunity to resit an exam to improve their grade or to take the assessment again at a higher level. |
| **Reasons behind order of topic in this half term** | |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language. * Scaffolding – Each topic builds on the previous * Opportunity to revisit key grammatical structures and skills. | |