**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7**

**Half Term 1**

|  |  |
| --- | --- |
| Number of Hours  16 hours | Topic **Module 1: ¡Bienvenidos! (**Approximately 8 weeks) Greetings; personal information – name, age, birthday, numbers 1- 31; dates; days of week; Spanish alphabet; classroom language- asking permission / help; classroom items; parts of computer. **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. * Spanish traditions – celebration of Saint’s Day. * Understanding of alternative ways of greeting people e.g. tu/usted. |
| 2 | Greetings |
| 1 | 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 and personal greetings |
| 2 | Numbers 1- 31 |
| 1 | Personal information – name, age and the verb tener – using numbers 1 - 12 |
| 1 | Dates – using numbers 1 - 31 |
| 1 | Personal information – name, age, birthday - using llamarse, escribir, personal greetings, numbers 1-31 and months of the year |
| 1 | Days of week |
| 1 | Classroom language- asking permission / help – using imperatives. |
| 2 | Classroom items –intrduce definite and indefinite articles, plurals - using verb ‘tener’ |
| 2 | Parts of computer and verb ‘hay’ as well as tener |
| **Reasons behind order of topic in this half term** | |
| * Pupils coming from primary schools may never have studied Spanish and need a basic introduction. * Topic of Welcome! allows pupils to begin to build their knowledge and be able to communicate about themselves in the target language. * Scaffolding – Each topic builds on the previous * Introduces basic yet high frequency verb formations | |

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**Half Term 2**

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| Number of Hours  14 hours | Topic **Module 2: Tú y yo**  Address; family & pets; personal description; character description, countries and capitals; nationality **(**Approximately 7 weeks)  **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  Cultural Awareness  * Awareness of typical stereotypes. * Insight into family life in Spain. |
| 2 | Countries and Capitals using third person singular and all persons plural of regular *-ar and -ir* verbs including llamarse, escribir, ser. |
| 1 | Nationality |
| 1 | Address, numbers 1-31 and 32-100, verb vivir |
| 4 | Personal descriptions including:   * asking questions with *¿Cómo?* *¿Cuánto?* and *¿Quién?* * irregular verbs *tener, ser* (all persons) * definite article * agreement of adjectives * intensifiers (*muy, bastante*) |
| 4 | Character description   * asking questions with *¿Cómo?* *¿Cuánto?* and *¿Quién?* * irregular verbs *tener, ser* (all persons) * definite article * agreement of adjectives * intensifiers (*muy, bastante*) |
| 2 | Family & pets   * colour * possessive adjectives * irregular verbs *tener, ser* (all persons) * definite article * agreement of adjectives |
| **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. | |

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**Half Term 3 and some of half term 4**

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| --- | --- |
| Number of Hours  18 hours | Topics **Module 3: ¿En qué trabaja tu padre?** (Approximately 2 weeks)  Jobs / opinion; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Jobs which various members of the family do  **Module 4: ¡Vamos al instituto!** (Approximately 7 weeks)  School subjects; likes / dislikes and simple opinions; time; describing school timetable; describing school; describing teachers; modes of transport and saying how you get to school  **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 * compare experiences * use language within the classroom * use more complex language  Cultural Awareness  * Jobs specific to Spain. * Difference in schools – between Spain and England. |
| 1 | Jobs / opinion using ser and pensar and jobs which various members of the family do using possessive adjectives |
| 1 | advantages / disadvantages of jobs using ser |
| 1 | job opportunities |
| 1 | personal qualities and suitability of jobs   * irregular verbs *tener, ser* (all persons) * agreement of adjectives * intensifiers (*muy, bastante*) |
| 1 | School subjects   * definite article |
| 1 | likes / dislikes and simple opinions using gustarse and pensar |
| 1 | time using numbers 1-100 |
| 1 | describing school timetable using the time and tener, days of the week and simple opinions |
| 1 | describing teachers   * irregular verbs *tener, ser* (all persons) * definite article * agreement of adjectives * intensifiers (*muy, bastante*) |
| 2 | describing school   * irregular verbs *tener, ser* (all persons) * (no) hay * definite article * agreement of adjectives * intensifiers (*muy, bastante*) * school timetable * simple opinions |
| 2 | modes of transport and saying how you get to school and time of arrival / leaving |
| **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. | |

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**Half Term 4**

|  |  |
| --- | --- |
| Number of Hours  4 hours | **Module 4: ¡Vamos al instituto! cont** (Approximately 2 weeks)  talking about mealtimes and what you eat  **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 * compare experiences * use language within the classroom * use more complex language  Cultural Awareness  * Typical Spanish Foods. |
| 4 | talking about mealtimes and what you eat, using verbs tomar, comer, almorzar, cenar time and simple opinions in a new context. Introduce adverbs of frequency. |
| **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. | |

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**Half Term 5**

|  |  |
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| Number of Hours  18 hours | Topics **Module 5: ¡Qué rico!**(Approximately 3 weeks)  Revision of drink and snack vocabulary; ordering food / drinks in café; numbers to 5000; healthy diet; meal times – talking about meals; parts of body; saying how you feel; illnesses and remedies – in the chemists; Spanish fiestas; buying food for party – more food vocab, measures.  **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  * Comparison of meal times between Spain and England. * Differences in diet * Spanish money |
|  | Revision of drink and snack vocabulary and direct object pronouns with things (lo, la, los, las) |
|  | ordering food / drinks in café using gustarse in conditional tense, simple present tense opinions and impersonal verbs like gustarse |
|  | numbers to 1-100 and 101-5000 |
|  | healthy diet; meal times – talking about meals giving simple opinions using dijunctive prounoun with preposition e.g. para mí |
|  | parts of body saying how you feel usingimpersonal verbs such as doler |
|  | illnesses and remedies in the chemists using (no) deber, (no) hay que / tener que |
|  | Spanish fiestas; buying food for party – more food vocab, measures uisng numbers to give quantities. |
| **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. | |

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**Half Term 6**

|  |  |
| --- | --- |
| Number of Hours  8 hours | Topics Module 6: De fiesta (approximately 4 weeks) Clothes – vocabulary items, materials, style, opinions and reasons.  Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.  **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 festivals and celebrations. * Difference in English and European sizes. |
| 2 | Clothes – vocabulary items.   * Possessive pronouns |
| 1 | Materials using ser (all forms) |
| 2 | style, opinions and reasons   * Colour * Basic opinion and reasons |
| 1 | Buying clothes – sizes, prices, asking for alternatives using numbers and me gustaría |
| 2 | Describing school uniform - opinions; ideal school uniform using simple opinions, materials, colour and comparisons |
| **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. | |