**Modern Foreign Languages: Spanish**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7**

**Half Term 1**

|  |  |
| --- | --- |
| Number of Hours16 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**

|  |  |
| --- | --- |
| Number of Hours14 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 Hours18 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 Hours4 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**

|  |  |
| --- | --- |
| Number of Hours18 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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**Year Group 7**

**Half Term 6**

|  |  |
| --- | --- |
| Number of Hours8 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.
 |