

**Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills***Modern Foreign Languages: Spanish****Year Group 7- FCSE****Half Term 1**

Number of Hours  5 weeks = 10 lessons	<p><b><u>Theme 1 My World</u></b></p> <p><b>Unit 1 Relationships, Family and Friends</b>          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.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• memorising</li> <li>• respond appropriately</li> <li>• pronunciation and intonation</li> <li>• spoken and written language</li> <li>• use language within the classroom etc.</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> </ul> <p><b><u>Cultural Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Spanish traditions – celebration of Saint’s Day.</li> <li>• Understanding of alternative ways of greeting people e.g. tu/usted.</li> </ul>
1	Greetings- introductions/welcoming
1	Personal information – name and verb ‘llamarse’, introduce question words.
2	Spanish alphabet and verb ‘escribir’. Pupils study the pronunciation and spelling link.
1	Personal information – name & spelling – <i>using llamarse, escribir, question words and personal greetings</i>
2	Numbers 1- 31
1	Personal information – name, age and the verb tener – <i>using numbers 1 - 12</i>
1	Dates (including days of the week) – <i>using numbers 1 - 31</i>
1	Personal information – name, age, birthday - <i>using llamarse, escribir, personal greetings, numbers 1-31 and months of the year</i>
<b><u>Reasons behind order of topic in this half term</u></b>	
<ul style="list-style-type: none"> <li>• Pupils coming from primary schools may never have studied Spanish and need a basic introduction.</li> <li>• Basic ‘corner stones’ of the language i.e. numbers and alphabet are essential to cover first as they feed into all other topics and learning.</li> <li>• Starting with Theme 1- My World and Unit 1 allows pupils to communicate their personal information.</li> <li>• Scaffolding – Each topic builds on the previous e.g numbers are necessary before expressing age or birthday. Alphabet is necessary before expressing name or spelling.</li> <li>• Introduces basic yet high frequency verb formations and vocabulary which apply to future topics.</li> </ul>	

**Modern Foreign Languages: Spanish**  
**Year Group 7 FCSE**  
**Half Term 2**

**Colour Key**

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><b>Theme 1 My World (Same theme is continued in second half term)</b></p> <p><b>Unit 1 Relationships, Family and Friends</b>  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.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• memorising</li> <li>• respond appropriately</li> <li>• pronunciation and intonation</li> <li>• spoken and written language</li> <li>• use language within the classroom etc.</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Music: end of unit songs / celebrating Spanish fiestas/ Christmas.</li> <li>• Hispanic speaking countries.</li> </ul>
<p>1</p>	<p>Countries using ser and nationalities</p> <ul style="list-style-type: none"> <li>• use of ser</li> <li>• use of adjective agreement</li> </ul>
<p>2</p>	<p>Family &amp; pets</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• possessive adjectives</li> <li>• agreement of adjectives</li> <li>• possible use of future tense (future pets)</li> <li>• irregular verbs <i>tener, ser</i></li> </ul>
<p>2</p>	<p>Basic physical appearance (self and others):</p> <ul style="list-style-type: none"> <li>• asking questions with <i>¿Cómo? ¿Cuánto? and ¿Quién?</i></li> <li>• irregular verbs <i>tener, ser</i></li> <li>• agreement of adjectives</li> <li>• <b>Possible</b> Expressions in Imperfect e.g. era, tenía, me gustaba – to say what you were like when younger</li> </ul>
<p>2</p>	<p>Basic Character Traits</p> <ul style="list-style-type: none"> <li>• asking questions with <i>¿Cómo? ¿Cuánto? and ¿Quién?</i></li> <li>• irregular verbs <i>tener, ser</i> (all persons)</li> <li>• agreement of adjectives</li> <li>• possible use of future tense (future self)</li> <li>• <b>possible</b> expressions in Imperfect e.g. era, tenía, me gustaba – to say what you were like when younger</li> </ul>
<p>2</p>	<p>Basic likes/dislikes</p>

	Opinion words (gustar and similar impersonal verbs), basic hobby vocabulary. <b>Possible</b> Preterite Tense – to talk about birthday and what you did last weekend.
1	Basic opinions on family members/relationships with others <b>Family members, possessive adjectives, opinions words.</b>
<b>Reasons behind order of topic in this half term</b>	
<ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and can communicate their personal information in greater detail. We begin with countries and nationalities as this adds to personal information, introduces ser and adjective agreement which will be necessary for physical and personality description.</li> <li>• Scaffolding – this topic builds on personal information covered in first half term</li> <li>• Opportunity to revisit key grammatical structures and skills (see above)</li> <li>• Covering family near the start allows us to practice key verbs and then apply description vocabulary (physical and personal) to family members.</li> <li>• Basic likes and dislikes are covered here as they form part of personal description but also establish the knowledge for further study next term.</li> </ul>	

**Modern Foreign Languages: Spanish**

**Year Group 7 FCSE  
Half Term 3**

**Colour Key**

Newly introduced vocabulary and structure

Recalled vocabulary, structure and skills

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><b>Theme 2 Holidays and Leisure</b></p> <p><b>Unit 4 Leisure</b> Free time activities and hobbies, giving likes/dislikes and opinions, Television and Film, types of TV programme and films, giving opinions Musical instruments</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• use reference materials</li> <li>• listen for gist/detail</li> <li>• skim and scan</li> <li>• respond appropriately</li> <li>• ask and answer questions</li> <li>• spoken and written language</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• compare experiences</li> <li>• communicate in pairs etc.</li> <li>• use TL in engaging topics</li> <li>• pronunciation and intonation</li> <li>• Use language within the classroom</li> <li>• make links with English</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Activities of typical Spanish teenagers in comparison to free time activities in England.</li> <li>• Awareness of similarities and differences between Spanish and British free time e.g. popularity of football, interest in other sports such as handball.</li> </ul>
<p>4</p>	<p>Free time activities and hobbies</p> <ul style="list-style-type: none"> <li>• Opinions. Me gusta + infinitive</li> <li>• Basic hobby vocabulary</li> <li>• Extended free time activity and hobby vocabulary</li> <li>• Extending opinion sentences with varied connectives</li> <li>• Possible- preterite tense to describe past activities (possible recall- preterite tense covered briefly in term 1 for past activities)</li> <li>• Possible- future tense to describe future activities (possible recall- future tense covered briefly in term 1)</li> </ul>
<p>4</p>	<p>Television, film and new technology</p> <ul style="list-style-type: none"> <li>• types of TV programme and films. Opinions on new technology.</li> <li>• Opinions. Me gusta + infinitive</li> </ul>

	<ul style="list-style-type: none"> <li>• Extending opinion sentences with varied connectives</li> <li>• Adjective agreement to give opinions on films, TV programmes etc.</li> </ul>
2	<p>Musical instruments</p> <ul style="list-style-type: none"> <li>• Musical instrument vocabulary</li> <li>• <b>Possible-</b> Conditional tense to discuss an instrument you would like to play</li> <li>• Opinions. Me gusta + infinitive</li> <li>• Extending opinion sentences with varied connectives</li> </ul>
<b>Reasons behind order of topic in this term</b>	
<ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Language from term 1 is revisited and consolidated. Opportunity to revisit key grammatical structures and vocabulary</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Free time activities and hobbies is covered first to build on knowledge introduced at the end of the last half term. Opinions are covered extensively here as they will be needed in TV and music topics.</li> <li>• TV is covered next as it allows students to build on discussion of their free time and extends opinions.</li> <li>• Music is covered next as it extends prior knowledge on discussing free time and giving increasingly extended opinions.</li> <li>• Each topic in this half term should build on previous learning to enable pupils to discuss their leisure in some detail.</li> </ul>	

**Modern Foreign Languages: Spanish**  
**Year Group 7 FCSE**  
**Half Term 4**

**Colour Key**

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><b><u>Theme 2 Holidays and Leisure</u></b></p> <p><b>Unit 4 Leisure</b> Free time activities and hobbies, giving likes/dislikes and opinions, Television and Film, types of TV programme and films, giving opinions Musical instruments</p>
<p>2</p>	<p>Inviting others/arranging to meet</p> <ul style="list-style-type: none"> <li>• Arrangement vocabulary e.g. places to meet</li> <li>• <b>Activities</b></li> <li>• <b>Question words</b></li> </ul>
	<p><b><u>Theme 2 Holidays and Leisure</u></b></p> <p><b>Unit 4 Leisure</b> Adverts, notices and special offers; clothes - asking re. size, colour, price, style, opinion, payment.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>identify patterns</b></li> <li>• <b>memorising</b></li> <li>• <b>listen for gist/detail</b></li> <li>• <b>pronunciation and intonation</b></li> <li>• <b>ask and answer questions</b></li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• <b>apply grammar</b></li> <li>• different countries/cultures</li> <li>• <b>communicate in pairs etc.</b></li> <li>• <b>make links with English</b></li> <li>• language for interest/enjoyment</li> <li>• <b>use TL in engaging topics</b></li> <li>• <b>use reference materials</b></li> <li>• <b>skim and scan</b></li> <li>• <b>respond appropriately</b></li> <li>• <b>compare experiences</b></li> <li>• <b>use language within the classroom</b></li> <li>• <b>use more complex language</b></li> </ul>

	<p><b><u>Cultural Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Spanish shops</li> <li>• Difference in English and European sizes.</li> </ul>
3	<p>Clothes</p> <ul style="list-style-type: none"> <li>• Key clothes vocabulary</li> <li>• Describing clothes- material <b>colours and opinion</b>.</li> </ul>
2	<p>Shops</p> <ul style="list-style-type: none"> <li>• simple signs and announcements in shops and adverts about shopping: opening/ closing times, special offers, discounts, sales.</li> <li>• Different types of shops</li> <li>• <b>Numbers, clothes vocabulary</b></li> </ul>
3	<p>Dialogue in a shop</p> <ul style="list-style-type: none"> <li>• simple info about goods: <b>description</b>, quantity, <b>price, material</b>, size, availability, <b>and opinion</b></li> <li>• Simple demonstrative adjectives</li> <li>• To say you will / will not buy something and give reason. <b>Future tense will be used.</b></li> <li>• <b>Revision of question words.</b></li> </ul>
<p><b><u>Reasons behind order of topic in this term</u></b></p> <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Language from term 1 is revisited and consolidated. Opportunity to revisit key grammatical structures and vocabulary</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• We begin by looking at invitations as this allows to recall free time activities from last half term and to apply them to a new context.</li> <li>• Subsequent topics still form part of 'leisure' but link together closely around the sub-theme of shopping.</li> <li>• Clothes is covered first as an introduction to the topic which subsequently allows pupils to work on shops and dialogues in shops. We look at shops before dialogue in a shop to give students a context.</li> </ul>	

**Modern Foreign Languages: Spanish**  
**Year Group 7**  
**Half Term 5**

**Colour Key**

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><b><u>Theme 3 Lifestyle</u></b></p> <p><b>Unit 6 Food and Drink</b></p> <p style="text-align: center;"><b><u>Ordering Food and Drink</u></b></p> <p>Food/Drink vocabulary items and opinions Types of food, menus, recipes Eating Out; Cafés, restaurants, ordering, menus, meals, adverts, restaurant reviews Positive and negative opinions on quality of restaurants Unhealthy/Healthy food choices Likes and dislikes, teenager's diets, cultural differences and eating habits</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"><li>• identify patterns</li><li>• memorising</li><li>• listen for gist/detail</li><li>• pronunciation and intonation</li><li>• ask and answer questions</li><li>• write clearly and coherently</li><li>• sounds and writing</li><li>• apply grammar</li><li>• different countries/cultures</li><li>• communicate in pairs etc.</li><li>• make links with English</li><li>• language for interest/enjoyment</li><li>• use TL in engaging topics</li><li>• use reference materials</li></ul>
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	<ul style="list-style-type: none"> <li>• skim and scan</li> <li>• respond appropriately</li> <li>• compare experiences</li> <li>• use language within the classroom</li> <li>• use more complex language</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Comparison of meal times between Spain and England.</li> <li>• Differences in diet</li> <li>• Spanish money</li> </ul>
4	<p>Food</p> <ul style="list-style-type: none"> <li>• Food/Drink vocabulary items</li> <li>• <b>Possible-</b> preterite tense to describe what you ate</li> <li>• <b>Possible-</b> future tense to describe what you are going to eat</li> <li>• Impersonal verbs expressing opinion/ Expressing extended opinons</li> <li>• Adjective agreement</li> </ul>
2	<p>Restaurants</p> <ul style="list-style-type: none"> <li>• Types of food but in new context of menus/recipes</li> <li>• Ordering food in a restaurant including - Me gustaría + infinitive etc./ Quiero / deme / ¿Tiene? Conditional tense (this will have been covered briefly in previous topics).</li> <li>• ir a + infinitive future tense (this will have been covered briefly in previous topics)</li> <li>• Giving opinions</li> </ul>
2	<p>Unhealthy/Healthy food choices</p> <ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Giving opinions</li> <li>• Talking about health</li> <li>• Talking about teenager's diets</li> </ul>
2	<p>Culture of food</p> <ul style="list-style-type: none"> <li>• Different types of food</li> <li>• Giving opinions</li> <li>• Spanish food and differences in eating habits</li> </ul>
<p><b>Reasons behind order of topic in this half term</b></p> <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• As an introduction to the topic we begin with food and drink vocabulary as this is central to the knowledge for each subsequent topic.</li> <li>• Restaurants, unhealthy/healthy food choice and food culture then allow pupils to use this vocabulary in different contexts and for different reasons. We cover dialogues first to link back to previous half term (shopping dialogues) before moving onto the new topic of healthy choices.</li> </ul>	

**Modern Foreign Languages: Spanish**  
**Year Group 7**  
**Half Term 6**

**Colour Key**

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

<p>Number of Hours</p> <p>5 weeks = 10 lessons</p>	<p><b><u>Theme 3 Lifestyle</u></b></p> <p><b>Unit 6 Food and Drink</b></p> <p style="text-align: center;"><b><u>SHOPPING FOR FOOD</u></b></p> <p style="text-align: center;">Quantities, prices, shopping lists, types of shop, buying fruit/vegetables from markets          food and drink – vocabulary, measures, possible likes and dislikes; simple recipes; basic opinions about diet and how to eat more healthily; simple opinions on healthy lifestyle          e.g. exercise; smoking; alcohol; drugs.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• listen for gist/detail</li> <li>• pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• language for interest/enjoyment</li> <li>• use TL in engaging topics</li> <li>• use reference materials</li> </ul>
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	<ul style="list-style-type: none"> <li>• skim and scan</li> <li>• respond appropriately</li> <li>• compare experiences</li> <li>• use language within the classroom</li> <li>• use more complex language</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Comparison of meal times between Spain and England.</li> <li>• Differences in diet</li> <li>• Spanish money</li> </ul>
4	<p><b>Buying food and drink</b></p> <ul style="list-style-type: none"> <li>• Food/Drink vocabulary items</li> <li>• Measures and quantities- numbers and recipes</li> <li>• Likes and dislikes</li> <li>• Impersonal verbs expressing opinion + me hace falta</li> <li>• Dialogue in shops- Deme / Póngame / ¿Me pone? / ¿Tiene?/ ¿Cuánto es?</li> </ul>
3	<p><b>Diet</b></p> <ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Basic opinions on diet</li> <li>• Description of diet/eating habit</li> <li>• Possibly - Times/days dates and temporal phrases – frequency e.g. tres veces a la semana</li> <li>• Possibly - Lo bueno / malo / mejor / peor / más importante etc.</li> <li>• How to eat more healthily- ir a + infinitive Podría / debería + infinitive</li> </ul>
3	<p><b>Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Basic opinions on diet</li> <li>• Description of diet/eating habit</li> <li>• simple opinions on healthy lifestyle e.g. exercise; smoking; alcohol; drugs. <b>Giving opinions, hobby vocabulary.</b></li> </ul>
<p><b>Reasons behind order of topic in this half term</b></p> <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• In our first topic students are able to build on the vocab from the first half term of this term and also from work on dialogues seen in term 2 and 3.</li> <li>• Following on from dialogues students can again apply vocabulary seen throughout this unit to new context to deepen their understanding, Diet comes first to allow for more basic expressions of personal information and preference before looking at healthy lifestyles (which again includes recall from previous half term)</li> </ul>	