

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

Number of Hours	Topic Module 1: ¡Bienvenidos! (Approximately 8 weeks)
16 hours	<p>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.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • memorising • respond appropriately • pronunciation and intonation • spoken and written language • use language within the classroom etc. • communicate in pairs etc. • make links with English <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • 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 –introduce definite and indefinite articles, plurals - using verb ‘tener’
2	Parts of computer and verb ‘hay’ as well as tener
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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 • Classroom vocabulary allows students to speak in target language from an early stage, and understand basic instructions from the teacher. 	

Modern Foreign Languages: Spanish**Year Group 7****Half Term 2****Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills*

Number of Hours	Topic Module 2: Tú y yo
14 hours	<p>Address; family & pets; personal description; character description, countries and capitals; nationality (Approximately 7 weeks)</p> <p>Skills</p> <ul style="list-style-type: none">• 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 <p>Cultural Awareness</p> <ul style="list-style-type: none">• Awareness of typical stereotypes.• Insight into family life in Spain.
2	Countries and Capitals using third person singular and all persons plural of regular <i>-ar and -ir</i> verbs including <i>llamarse, escribir, ser</i> .
1	Nationality
1	Address, <i>numbers 1-31</i> and 32-100, verb <i>vivir</i>
4	Personal descriptions including: <ul style="list-style-type: none">• asking questions with <i>¿Cómo? ¿Cuánto? and ¿Quién?</i>• irregular verbs <i>tener, ser</i> (all persons)• definite article• agreement of adjectives• intensifiers (<i>muy, bastante</i>)
4	Character description

	<ul style="list-style-type: none"> • asking questions with <i>¿Cómo?</i> <i>¿Cuánto?</i> and <i>¿Quién?</i> • irregular verbs <i>tener, ser</i> (all persons) • definite article • agreement of adjectives • intensifiers (<i>muy, bastante</i>)
2	<p>Family & pets</p> <ul style="list-style-type: none"> • colour • possessive adjectives • irregular verbs <i>tener, ser</i> (all persons) • definite article • agreement of adjectives
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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. • Talking about family and pets is something that children enjoy talking about. 	

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Modern Foreign Languages: Spanish**Year Group 7****Half Term 3 and some of half term 4**

Number of Hours	Topics Module 3: ¿En qué trabaja tu padre? (Approximately 2 weeks)
18 hours	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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • irregular verbs tener, ser (all persons)

	<ul style="list-style-type: none"> • agreement of adjectives • intensifiers (<i>muy, bastante</i>)
1	School subjects <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • irregular verbs tener, ser (all persons) • definite article • agreement of adjectives • intensifiers (<i>muy, bastante</i>)
2	describing school <ul style="list-style-type: none"> • irregular verbs tener, ser (all persons) • (no) hay • definite article • agreement of adjectives • intensifiers (<i>muy, bastante</i>) • school timetable • simple opinions
2	modes of transport and saying how you get to school and time of arrival / leaving
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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. • Jobs and school topics contain lots of cognates making them ideal topics for new learners to cope with 	

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Number of Hours	Module 4: ¡Vamos al instituto! cont (Approximately 2 weeks)
4 hours	<p>talking about mealtimes and what you eat</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 <p>Cultural Awareness</p> <ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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. • Food is another sub-topic which includes lots of cognates. This is a useful topic for students who will have the opportunity to visit the country. 	

Colour Key*Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills***Modern Foreign Languages: Spanish****Year Group 7****Half Term 5**

Number of Hours	Topics <u>Module 5: ¡Qué rico!</u> (Approximately 3 weeks)
18 hours	<p>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.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • 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 disjunctive pronoun with preposition e.g. para mí
	parts of body saying how you feel using impersonal 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 using numbers to give quantities.
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • Pupils cont • 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. • Students are introduced to life in Spain which is an important element of learning a language as they can learn about Hispanic culture. 	

Modern Foreign Languages: Spanish**Year Group 7****Half Term 6****Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills*

Number of Hours	Topics <u>Module 6: De fiesta</u> (approximately 4 weeks)
8 hours	<p>Clothes – vocabulary items, materials, style, opinions and reasons. Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 <p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> • Spanish festivals and celebrations. • Difference in English and European sizes.
2	Clothes – vocabulary items. <ul style="list-style-type: none"> • Possessive pronouns
1	Materials using ser (all forms)
2	style, opinions and reasons <ul style="list-style-type: none"> • 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
<u>Reasons behind order of topic in this half term</u>	
<ul style="list-style-type: none"> • 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.
- The clothes vocabulary links with the school topic covered earlier, as now students are able to describe their uniforms.