

**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 <b>Module 1: ¡Bienvenidos!</b> (Approximately 8 weeks)
16 hours	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><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.</li> <li>• Spanish traditions – celebration of Saint’s Day.</li> <li>• Understanding of alternative ways of greeting people e.g. tu/usted.</li> </ul>
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 – <b>using llamarse, escribir and personal greetings</b>
2	Numbers 1- 31
1	Personal information – name, age and the verb tener – <b>using numbers 1 - 12</b>
1	Dates – <b>using numbers 1 - 31</b>
1	Personal information – name, age, birthday - <b>using llamarse, escribir, personal greetings, numbers 1-31 and months of the year</b>
1	Days of week
1	Classroom language- asking permission / help – using imperatives.
2	Classroom items –introduce definite and indefinite articles, plurals - <b>using verb ‘tener’</b>
2	Parts of computer and verb ‘hay’ as well as <b>tener</b>
<b>Reasons behind order of topic in this half term</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>• Topic of Welcome! allows pupils to begin 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>• Introduces basic yet high frequency verb formations</li> <li>• Classroom vocabulary allows students to speak in target language from an early stage, and understand basic instructions from the teacher.</li> </ul>	

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

Number of Hours  14 hours	Topic <b>Module 2: Tú y yo</b>  Address; family & pets; personal description; character description, countries and capitals; nationality (Approximately 7 weeks)  <b>Skills</b> <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> </ul> <b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>• Awareness of typical stereotypes.</li> <li>• Insight into family life in Spain.</li> </ul>
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, numbers 1-31 and 32-100, verb <i>vivir</i>
4	Personal descriptions including: <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>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers (<i>muy, bastante</i>)</li> </ul>
4	Character description

	<ul style="list-style-type: none"> <li>• asking questions with <i>¿Cómo?</i> <i>¿Cuánto?</i> and <i>¿Quién?</i></li> <li>• irregular verbs <i>tener, ser</i> (all persons)</li> <li>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers (<i>muy, bastante</i>)</li> </ul>
2	<p>Family &amp; pets</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• possessive adjectives</li> <li>• irregular verbs <i>tener, ser</i> (all persons)</li> <li>• definite article</li> <li>• agreement of adjectives</li> </ul>
<b><u>Reasons behind order of topic in this half term</u></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>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• Talking about family and pets is something that children enjoy talking about.</li> </ul>	

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

<p>Number of Hours</p> <p>18 hours</p>	<p>Topics <b>Module 3: ¿En qué trabaja tu padre?</b> (Approximately 2 weeks)</p> <p>Jobs / opinion; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Jobs which various members of the family do</p> <p><b>Module 4: ¡Vamos al instituto!</b> (Approximately 7 weeks)</p> <p>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</p> <p><b>Skills</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> <li>• skim and scan</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>• Jobs specific to Spain.</li> <li>• Difference in schools – between Spain and England.</li> </ul>
1	Jobs / opinion using <b>ser</b> and pensar and jobs which various <b>members of the family</b> do using <b>possessive adjectives</b>
1	advantages / disadvantages of jobs using <b>ser</b>
1	job opportunities
1	<p><b>personal qualities</b> and suitability of jobs</p> <ul style="list-style-type: none"> <li>• irregular verbs <b>tener, ser</b> (all persons)</li> </ul>

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

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

**Colour Key**  
Newly introduced vocabulary and structure  
Recalled vocabulary, structure and skills

Number of Hours  4 hours	<b>Module 4: ¡Vamos al instituto! cont</b> (Approximately 2 weeks)  talking about mealtimes and what you eat  <u>Skills</u> <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><li>• skim and scan</li><li>• compare experiences</li><li>• use language within the classroom</li><li>• use more complex language</li></ul> <u>Cultural Awareness</u> <ul style="list-style-type: none"><li>• Typical Spanish Foods.</li></ul>
4	talking about mealtimes and what you eat, using verbs tomar, comer, almorzar, cenar <b>time</b> and <b>simple opinions</b> in a new context. Introduce adverbs of frequency.
<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 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>• 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.</li></ul>	

**Modern Foreign Languages: Spanish**

**Year Group 7**

**Half Term 5**

**Colour Key**

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

Number of Hours  18 hours	<p>Topics <b>Module 5: ¡Qué rico!</b>(Approximately 3 weeks)</p> <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><b>Skills</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><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>
	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 <b>times</b> – talking about meals giving <b>simple opinions</b> using disjunctive pronoun with preposition e.g. para mí
	parts of body saying how you feel using <b>impersonal verbs such as</b> 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 <b>numbers</b> to give quantities.

**Reasons behind order of topic in this half term**

- 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.



<p><b>Colour Key</b></p> <p>Newly introduced vocabulary and structure</p> <p>Recalled vocabulary, structure and skills</p>
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**Modern Foreign Languages: Spanish**

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**Half Term 6**

<p>Number of Hours</p> <p>8 hours</p>	<p><b>Topics <u>Module 6: De fiesta</u></b> (approximately 4 weeks)</p> <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><b>Skills</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> <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>• Spanish festivals and celebrations.</li> <li>• Difference in English and European sizes.</li> </ul>
<p>2</p>	<p>Clothes – vocabulary items.</p> <ul style="list-style-type: none"> <li>• Possessive pronouns</li> </ul>
<p>1</p>	<p>Materials <b>using ser (all forms)</b></p>
<p>2</p>	<p>style, opinions and reasons</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Basic opinion and reasons</li> </ul>
<p>1</p>	<p>Buying clothes – sizes, prices, asking for alternatives <b>using numbers and me gustaría</b></p>
<p>2</p>	<p>Describing school uniform - opinions; ideal school uniform <b>using simple opinions, materials, colour</b> and comparisons</p>
<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> </ul>	

- 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.