



## Subject: Spanish Year 7 Overview 2020/21

Key content – knowledge and skills	National Curriculum Focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"><li>- <b>Baseline assessment</b></li><li>- Getting used to Spanish pronunciation</li><li>- Introducing yourself</li><li>- definite articles (<i>el, la, los, las</i>)</li><li>- verb endings</li><li>- Talking about your personality</li><li>- Using adjectives that end in <i>-o/-a</i></li><li>- Talking about age, brothers and sisters</li><li>- Using the verb <i>tener</i> (to have)</li><li>- <i>tener</i> (present, singular)</li><li>- indefinite articles (<i>un/una</i>)</li></ul> <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"><li>- Saying when your birthday is</li><li>- Using numbers and the alphabet</li><li>- Talking about your pets</li><li>- Making adjectives agree with nouns</li><li>- adjective forms (masculine and feminine, singular and plural)</li><li>- Writing a text for a time capsule</li><li>- Adding variety to your writing</li></ul> <p><u>Spring 1</u></p> <ul style="list-style-type: none"><li>- Saying what you like to do</li><li>- Giving opinions using <i>me gusta</i> + infinitive</li><li>- the infinitive</li><li>- Saying what you do in your spare time</li><li>- Using <i>-ar</i> verbs in the present tense</li><li>- present tense of regular <i>-ar</i> verbs (full paradigm)</li><li>- Talking about the weather</li><li>- Using <i>cuando</i> (when)</li></ul> <p><u>Spring 2</u></p> <ul style="list-style-type: none"><li>- Saying what sports you do</li><li>- Using <i>hacer</i> (to do) and <i>jugar</i> (to play)</li><li>- present tense of <i>hacer</i> (irregular verb, full paradigm)</li><li>- present tense of <i>jugar</i> (stem-changing verb, full paradigm)</li><li>- Reading about different hobbies</li><li>- Understanding more challenging texts</li><li>- Taking part in a longer conversation</li><li>- Using question words</li></ul>	<p><b>3. Reading</b></p> <p><b>3.a</b> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English <b>translation</b> of short, suitable material.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>1. Listening</b></p> <p><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b>4. Writing</b></p> <p><b>4.a</b> write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future (<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>1. Listening</b></p> <p><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b>2. Speaking</b></p> <p><b>2.b</b> express and develop ideas clearly and with increasing accuracy, <del>both orally and in writing.</del> (general conversation)</p> <p><b>2.c</b> speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p>



<p><u>Summer 1:</u></p> <ul style="list-style-type: none"> <li>- Saying what subjects you study</li> <li>- Using -ar verbs to say what 'we' do</li> <li>- Using the direct article (<i>el/la/los/las</i>) when giving opinions about subjects</li> <li>- Giving opinions about school subjects</li> <li>- Using <i>me gusta(n) + el/la/los/las</i></li> <li>- using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects</li> <li>- checking verbs, definite articles and adjectival agreement in sentences giving opinions</li> <li>- Describing your school</li> <li>- Using the words for 'a', 'some' and 'the'</li> <li>- plural indefinite articles <i>unos/unas</i> (meaning 'some')</li> <li>- plural definite articles <i>los/las</i> (meaning 'the')</li> </ul> <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> <li>- Talking about break time</li> <li>- Using -er and -ir verbs,</li> <li>- present tense of regular -er and -ir verbs (full paradigms)</li> <li>- Understanding details about schools</li> <li>- Using prediction as a listening strategy</li> <li>- Writing a longer text about your school</li> <li>- Checking your written work is accurate</li> </ul>	<p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>3. Reading</b></p> <p><b>3.a</b> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English <b>translation</b> of short, suitable material.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>4. Writing</b></p> <p><b>4.b</b> and translate short written text accurately into the foreign language.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p>
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## Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut2 Spr2]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Aut1 Sum1]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum2]**
  - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)
  - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level)
  - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level)



### **Christian ethos**

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

### **British values**

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



## Subject: Spanish Year 7

### Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	V1M1 U1 ¿Cómo te llamas? (Spanish pronunciation; introducing yourself; definite articles; verb endings)
Aut1-2		V1M1 U2 ¿Qué tipo de persona eres? (Talking about your personality; using adjectives that end in -o/-a)
Aut1-3		M1 U3 ¿Tienes hermanos? (Talking about age and siblings; using the verb tener in the present tense; indefinite articles)
Aut1-4		Revision and Assessment - <b>Reading</b>
Aut1-5		
Aut1-6		
Aut1-7		
		<b>Half term holiday</b>
Aut2-1	November	V1M1 U4 ¿Cuándo es tu cumpleaños? (Saying when your birthday is; using numbers and the alphabet)
Aut2-2		V1M1 U5 ¿Tienes mascotas? (Talking about your pets; colours; making adjectives agree with nouns)
Aut2-3		M1 U6 Writing skills: Cómo soy... (Writing a text for a time capsule; adding variety to your writing)
Aut2-4		Revision and Assessment – <b>Writing</b> (a structured text)
Aut2-5		
Aut2-6	December	
Aut2-7		
		<b>Christmas holiday</b>
Spr1-1	January	V1M2 U1 ¿Qué te gusta hacer? (Saying what you like to do; giving opinions using me gusta + infinitive)
Spr1-2		V1M2 U2 ¿Cantas karaoke? (Saying what you do in your spare time; using -ar verbs in the present tense)
Spr1-3		V1M2 U3 ¿Qué haces cuando llueve? (Talking about the weather; using cuando)
Spr1-4		Revision and Assessment - <b>Listening</b>
Spr1-5		
Spr1-6		
		<b>Half term holiday</b>
Spr2-1	February	V1M2 U4 ¿Qué deporte haces? (Saying what sports you do; using the verbs hacer and jugar in the present tense)
Spr2-2		V1M2 U5 Reading skills: ¿Eres fanático? (Reading about different hobbies; understanding more challenging texts)
Spr2-3		V1M2 U6 Speaking skills: ¿Qué haces en tu tiempo libre? (Taking part in a longer conversation; using question words)
Spr2-4		Revision and Assessment – <b>Speaking</b> (general conversation – responding to questions)
Spr2-5		
Spr2-6		
		<b>Easter holiday</b>
Sum1-1	April	V1M3 U1 ¿Qué estudias? (Saying what subjects you study; using -ar verbs to say what 'we' do)
Sum1-2		V1M3 U2 ¿Te gustan las ciencias? (Giving opinions about school subjects; using me gusta(n) + el/la/los/las)
Sum1-3		V1M3 U3 ¿Qué hay en tu insti? (Describing your school; using plural indefinite and definite articles: 'a', 'some', 'the')
Sum1-4		Revision and Assessment – <b>Writing</b> (an open-ended text)
Sum1-5		
Sum1-6		
		<b>Half term holiday</b>
Sum2-1	June	V1M3 U4 Durante el recreo (Talking about break time; using -er and -ir verbs in the present tense)
Sum2-2		V1M3 U5 Listening skills: ¿Te gusta tu instituto? (Understanding details about schools; using prediction as a listening strategy)
Sum2-3		V1M3 U6 ¿Cómo es tu insti? (Writing a longer text about your school; checking your written work is accurate)
Sum2-4		Revision and Assessment- <b>Listening &amp; reading</b> (translating into English)
Sum2-5		
Sum2-6		
Sum2-7		



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**Subject:**

**Unit:**

**Medium-term plan (1)**

Week	Learning Intentions/Key Questions	Learning goals for students/ content to cover	Suggested activities and differentiation	Resources needed
1				
2				
3				
4				
5				
6				



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