



Subject: Spanish Year 7 Overview 2020/21

Year 7

The Connected Curriculum

Spanish language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.

English

Sound understanding and knowledge of word classes are fundamental to pupil progression in Spanish. Pupils understand, recognise, use and engage in regular discussion around: spelling (in Spanish and in English), connectives, nouns, articles (definite and indefinite), intensifiers/qualifiers, negatives, verbs (infinitives/conjugation in the present tense), adjectives (of colour/size; possessive), adverbs, sequencers, agreement (singular/plural, masculine/feminine).

As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas and opinions (with justifications).

Maths

In the autumn term pupils use cardinal numbers to talk about age and birthdays/years; using ordinal numbers (up 6th) to produce dates (in speaking and writing). They use language for telling the time and reading tables of data in the summer term.

Computing

The 'Give Me 5!' series of home learning research-based tasks, in the autumn term, link with the 'e-safety and creating a powerpoint' learning/tasks in computing curriculum.

Drama

Pupils create and perform a role play for their speaking assessment in the spring term.

Food tech

Pupils talk about food and food choices, and what they eat in the canteen.

Sociology

Pupils briefly discuss personality and character traits when describing themselves and others in the autumn term.

Key content – knowledge and skills

Autumn 1:

- **Baseline assessment**
- Getting used to Spanish pronunciation
- Introducing yourself
- definite articles (*el, la, los, las*)
- verb endings
- Talking about your personality
- Using adjectives that end in *-o/-a*
- Talking about age, brothers and sisters
- Using the verb *tener* (to have)
- *tener* (present, singular)
- indefinite articles (*un/una*)

Autumn 2:

- Saying when your birthday is
- Using numbers and the alphabet
- Talking about your pets
- Making adjectives agree with nouns

National Curriculum Focus

3. Reading

3.a 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 **translation** of short, suitable material.

5. Grammar and Vocabulary

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.d use accurate grammar, spelling and punctuation

1. Listening

1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.

1.b transcribe words and short sentences that they **hear** with increasing accuracy.



- adjective forms (masculine and feminine, singular and plural)
- Writing a text for a time capsule
- Adding variety to your writing

Spring 1

- Saying what you like to do
- Giving opinions using *me gusta* + infinitive
- the infinitive
- Saying what you do in your spare time
- Using *-ar* verbs in the present tense
- present tense of regular *-ar* verbs (full paradigm)
- Talking about the weather
- Using *cuando* (when)

Spring 2

- Saying what sports you do
- Using *hacer* (to do) and *jugar* (to play)
- present tense of *hacer* (irregular verb, full paradigm)
- present tense of *jugar* (stem-changing verb, full paradigm)
- Reading about different hobbies
- Understanding more challenging texts
- Taking part in a longer conversation
- Using question words

Summer 1:

- Saying what subjects you study
- Using *-ar* verbs to say what 'we' do
- Using the direct article (*el/la/los/las*) when giving opinions about subjects
- Giving opinions about school subjects
- using *me gusta(n) + el/la/los/las* when giving opinions about subjects
- checking verbs, definite articles and adjectival agreement in sentences giving opinions
- Describing your school
- Using the words for 'a', 'some' and 'the' plural indefinite articles *unos/unas* (meaning 'some')
- plural definite articles *los/las* (meaning 'the')

4. Writing

4.a write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,

5. Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.c 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

5.d use accurate grammar, spelling and punctuation

1. Listening

1.a listen to a variety of forms of spoken language to obtain information and respond appropriately.

1.b transcribe words and short sentences that they **hear** with increasing accuracy.

2. Speaking

2.b express and develop ideas clearly and with increasing accuracy, ~~both orally and in writing.~~ (general conversation)

2.c speak coherently and confidently, with increasingly accurate pronunciation and intonation.

5. Grammar and Vocabulary

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5.d use accurate grammar, spelling and punctuation

3. Reading

3.a 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 **translation** of short, suitable material.

5. Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.d use accurate grammar, spelling and punctuation



Summer 2:

- Talking about break time
- Using *-er* and *-ir* verbs,
- present tense of regular *-er* and *-ir* verbs (full paradigms)
- Understanding details about schools
- Using prediction as a listening strategy
- Writing a longer text about your school
- Checking your written work is accurate

4. Writing

4.b and translate short written text accurately into the foreign language.

5. Grammar and Vocabulary

5.a. identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

5.b use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

5.c 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

5.d use accurate grammar, spelling and punctuation

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 English to Spanish (a minimum of 35 words at foundation level and 50 words at higher level)

Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

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 encourage positive discussions around language, prompted by questions such as:

- In what way does my language define me?
- How does language unite or divide us?
- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

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



Subject: Spanish y7 2020/21

Unit: *Módulo 1: Mi Vida 1*

Medium-term plan: Autumn 1

Year 7 Autumn Half Term 1	¡Viva! 1 Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
Week 1	Baseline assessment				Homework Give Me 5 – Research 5 facts about Spain and/or the Spanish language. Present findings as an eye-catching colourful poster (A4) or as powerpoint presentation.
Week 2/3	<i>Unidad 1</i> pp. 8–9 <i>¿Cómo te llamas?</i> (The Module 1 Opener pp. 6-7 could be used as a starter)	Getting used to Spanish pronunciation Introducing yourself	Polite and informal address Genders- masculine/feminine	<i>¡Hola!</i> <i>¿Qué tal?/¿Cómo estás?</i> <i>¿Cómo está usted?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>¿Cómo se llama usted?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>¿Dónde vive usted?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i>	Front-of-class Starter resource 1 p.008 video + video worksheet p.008 Class game p.009 Grammar presentation Homework/practice Listening A/B Reading A/B Grammar Vocabulary Give Me 5 – research 5 facts about traditional Spanish foods. Present findings as an eye- catching colourful poster (A4) or as powerpoint presentation.



Week 4/5	<i>Unidad 2</i> pp. 10–11 <i>¿Qué tipo de personas eres?</i>	Talking about your personality Using adjectives that end in -o/-a	adjectives that end in -o/-a making sentences negative <i>ser</i> (present, singular)	<i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i>	Front-of-class p.010 Flashcards p.010 Grammar presentation p.010 Grammar presentation p.010 Grammar presentation p.011 Grammar worksheet Homework/practice Listening A/B Reading A/B Grammar Vocabulary Give Me 5 – research 5 facts about the Spanish prime minister/president. Present findings as an eye-catching colourful poster (A4) or as powerpoint presentation.
Week 6	<i>Unidad 3</i> pp. 12–13 <i>¿Tienes hermanos?</i>	Talking about age, brothers and sisters Using the verb <i>tener</i> (to have)	<i>tener</i> (present, singular) indefinite articles (<i>un/una</i>)	<i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> <i>Numbers: uno al quince (and cero)</i> <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro.</i> <i>Tengo una hermanastra.</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i>	Front-of-class p.012 Flashcards p.012 Grammar presentation p.012 Grammar practice p.012 Video + video worksheet p.012 Flashcards p.013 Flashcards Plenary resource Homework/practice Listening A/B Reading A/B



				<i>No tengo hermanos. Soy hijo único. Soy hija única.</i>	Grammar Vocabulary
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none">Pupil Book pp. 20-21 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 22-23 <i>iGramática!</i>, pp. 24-25 <i>iPalabras!</i>, pp. 120-121 <i>iTe toca a ti!</i>, with their corresponding digital resources. Assessment Pack End of Module 1 tests – reading, translating into English				



Subject: Spanish Y7 2020/21

Unit: *Módulo 1: MI Vida 2*

Medium-term plan: Autumn 2

Year 7 Autumn Half Term 2	¡Viva! 1 Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
Week 1/2	<i>Unidad 4</i> pp. 14–15 <i>¿Cuándo es tu cumpleaños?</i>	Saying when your birthday is Using numbers and the alphabet		<i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de... enero, febrero, marzo...</i> <i>Numbers: dieciséis to treinta y uno</i> <i>¿Cómo se escribe?</i> <i>Se escribe...</i> <i>The alphabet in Spanish</i>	Front-of-class p.014 Class game p.015 Thinking skills worksheet Homework/practice Listening A/B Reading A/B Vocabulary
Week 3/4	<i>Unidad 5</i> pp. 16–17 <i>¿Tienes mascotas?</i>	Talking about your pets Making adjectives agree with nouns	adjective forms (masculine and feminine, singular and plural)	<i>¿Tienes mascotas?</i> <i>No tengo mascotas.</i> <i>Tengo...</i> <i>un perro, un gato, un conejo</i> <i>un caballo, un pez, un ratón</i> <i>una serpiente, una cobaya</i> <i>blanco/a</i> <i>amarillo/a</i> <i>negro/a</i> <i>rojo/a</i> <i>verde</i> <i>gris</i> <i>marrón</i> <i>azul</i> <i>rosa</i> <i>naranja</i>	Front-of-class p.016 Flashcards p.016 Flashcards p.016 Video + video worksheet p.017 Grammar presentation p.017 Class game p.017 Extension reading activity p.017 Grammar worksheet Starter 2 resource Homework/practice Listening A/B Reading A/B Grammar Vocabulary



Week 5	<p><i>Unidad 1</i> pp. 30–31 <i>¿Qué te gusta hacer?</i></p> <p>(The Module 2 Opener pp. 28-29 could be used as a starter)</p>	Saying what you like to do Giving opinions using <i>me gusta</i> + infinitive	the infinitive	<p><i>¿Qué te gusta hacer?</i> <i>Me gusta...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada...</i> <i>navegar por Internet</i> <i>chatear, escuchar música</i> <i>jugar a los videojuegos</i> <i>guay, divertido/a</i></p>	<p>Front-of-class p.030 Flashcards p.030 Grammar presentation Homework Listening A/B Reading A/B Grammar Vocabulary</p>
Week 6	<p>Revision and Assessment Could use:</p> <ul style="list-style-type: none"> Pupil Book pp. 20-21 <i>iResumen!</i> and <i>iPrepárate!</i>, pp. 22-23 <i>iGramática!</i>, pp. 24-25 <i>iPalabras!</i>, pp. 120-121 <i>iTe toca a ti!</i>, with their corresponding digital resources. <p>Assessment Pack End of Module 1 tests – listening</p>				
Week 7	<p><i>Las Costumbres navideñas</i></p>	Christmas - how it is celebrated in Spanish-speaking countries. Differences with Britain	1st and 2nd person singular	<p><i>¿Celebras la Navidad en tu casa?</i> <i>Sí, celebro/celebramos...</i> <i>¿Qué haces normalmente?</i> <i>Mando tarjetas</i> <i>Voy a la misa</i> <i>Recibo/doy regalos</i> <i>Como mucho</i> <i>Canto villancicos</i> <i>Me quedo con familia</i> <i>Querido/a(s)...</i> <i>Feliz Navidad</i> <i>Feliz Año Nuevo</i> <i>Con amor</i> <i>De...</i></p>	<p>Front-of-class p.52-53 Reading Writing an acrostic about Christmas Making Spanish Christmas cards Listen to Spanish Christmas carols</p>