

**Year 7 Curriculum Overview [2019-2020] – Planning for Progression
Subject – SPANISH**

Literature enrichment - Mother Tongue Other Tongue poetry

Schedule	Term	Knowledge & Understanding	Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills	Assessment Formative Interim Summative
Autumn Term	Half Term 1	Spanish pronunciation Introducing yourself Talking about your personality Using adjectives that end in -o/-a Talking about age, brothers and sisters Using the verb tener (to have) Saying when your birthday is Using numbers and the alphabet Talking about your pets Making adjectives agree with nouns Writing focus Saying what you like to do Giving opinions using me gusta + infinitive	Listening Understand a longer text Speaking answer questions based on a text Reading Put pictures in order of a text Read and answer questions on a longer text Writing Make writing interesting by including connectives, intensifiers, verbs, adjectives and negatives Create a dictionary of high-frequency words Write a text about themselves for a time capsule Check and comment on a text written by their partner VOCABULARY & GRAMMAR definite articles (<i>el, la, los, las</i>) verb endings adjectives that end in -o/-a making sentences negative <i>ser</i> (present, singular) <i>tener</i> (present, singular) indefinite articles (<i>un/una</i>) The alphabet in Spanish adjective forms (masculine and feminine, singular and plural) Making writing interesting by including connectives, intensifiers, verbs, adjectives and negatives the infinitive	NUMERACY Numbers EMPLOYABILITY Risk taking Initiative Research Decision-making Independence 21st CENTURY Collaboration Communication Creativity LINK TO FUTURE STUDY Identity & Culture.	Interim Speaking Assessment.

	<p style="text-align: center;">Half Term 2</p>	<p>Saying what you do in your spare time Using -ar verbs in the present and preterite tenses Talking about the weather Using cuando (when) Saying what sports you do Using hacer (to do) and jugar (to play) – 3 tenses Reading about someone’s favourite things Understanding more challenging texts Taking part in a longer conversation Using question words Saying what subjects you study Using -ar verbs to say what ‘we’ do</p>	<p>Listening Understand phrases with me gusta +infinitive Understand people talking about their likes and dislikes, and the reasons for them</p> <p>Speaking Practise giving opinions using me gusta + infinitive Deliver a presentation about what you like to do</p> <p>Reading Understand short texts about people’s likes and dislikes</p> <p>Writing Write out sentences and translate them into English Write a blog entry about likes and dislikes</p> <p>VOCABULARY & GRAMMAR present tense of regular -ar verbs (full paradigm) present tense of hacer (irregular verb, full paradigm) present tense of jugar (stem-changing verb, full paradigm) Review of language from the module Reading skills Using question words Making sentences more interesting by including connectives, intensifiers, verbs, adjectives and negatives ‘we’ form of verbs</p>	<p>NUMERACY Numbers Time</p> <p>EMPLOYABILITY Risk taking Initiative Decision-making Independence</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity & Culture. Current and future study and employment.</p>	<p>Listening & Reading Summative Assessment.</p>
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Spring Term	Half Term 3	<p>Giving opinions about school subjects Using me gusta(n) + el/la/los/las Describing your school Using the words for 'a', 'some' and 'the' Talking about break time Using -er and -ir verbs' Describing your family Using possessive adjectives Describing your hair and eye colour Saying what other people look like Using verbs in the third person</p>	<p>Listening Listen to check answers Understand people talking about school subjects and opinions Speaking Create dialogues about a school timetable Talk about their favourite school day Reading Understand a text about a timetable Understand a Spanish song about school subjects and what 'we' do in class Writing Write a paragraph about school subjects</p> <p>VOCABULARY & GRAMMAR using me gusta(n) + el/la/los/las when giving opinions about subjects checking verbs, definite articles and adjectival agreement in sentences giving opinions plural indefinite articles unos/unas (meaning 'some') plural definite articles los/las (meaning 'the') present tense of regular -er and -ir verbs (full paradigms) Possessive adjectives Agreement of adjectives with nouns</p>	<p>NUMERACY Numbers Time Cost Quantities Percentages</p> <p>EMPLOYABILITY Risk taking Initiative Research Leadership Decision-making Independence Digital literacy</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity & Culture. Current and future study and employment.</p>	Writing Formative Assessment.
	Half Term 4	<p>Describing where you live Using the verb estar Spanish festivals – Carnival of Cadiz Describing your town or village Using 'a', 'some' and 'many' in Spanish Telling the time Using the verb ir Ordering in a café Using the verb querer Saying what you are going to do at the weekend</p>	<p>Listening Understand statements about where people live Identify details about where people live and their opinions of their homes Speaking Create dialogues about where people live Deliver a presentation about where people live and give an opinion Reading Understand short texts about where people live Writing Write a tweet about where someone lives</p> <p>VOCABULARY & GRAMMAR the verb estar</p>	<p>NUMERACY Time</p> <p>EMPLOYABILITY Risk taking Initiative Research Independence Digital literacy</p> <p>21st CENTURY Collaboration Communication Creativity</p>	

		Using the near future tense	stem-changing verb querer the near future tense	LINK TO FUTURE STUDY Identity & Culture. Local, national, international and global areas of interest.	Year 7 Examination -Listening & Reading.
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Summer Term	Half Term 5	<p>Talking about a past holiday</p> <p>Using the preterite of ir</p> <p>Saying what you did on holiday</p> <p>Using the preterite</p> <p>Describing the last day on holiday</p> <p>Saying what your holiday was like</p> <p>Using the preterite of ser</p> <p>Describing a holiday home</p> <p>Discovering more about the comparative</p> <p>Describing holiday activities</p> <p>Using the superlative</p> <p>Asking for directions</p> <p>Using the imperative</p> <p>Talking about summer camps</p> <p>Learning more about using three tenses</p> <p>Discussing holiday destinations</p> <p>Using mejor and peor</p>	<p>Listening</p> <p>Listen to dialogues about holiday activities and check answers to a previous exercise</p> <p>Listen to and understand two descriptions of what people did and didn't do on holiday</p> <p>Speaking</p> <p>Practice speaking about activities with a noughts and crosses game</p> <p>Ask and answer the question ¿Qué hiciste en tus vacaciones de verano?</p> <p>Reading</p> <p>Match a list of sentences about holiday activities to the corresponding photos</p> <p>Read two texts in which contrasting characters describe what they did on holiday</p> <p>Writing</p> <p>Write a description of holiday activities</p> <p>VOCABULARY & GRAMMAR</p> <p>preterite of ir (full paradigm)</p> <p>preterite of regular verbs (full paradigm)</p> <p>preterite of sacar: spelling change saqué</p> <p>preterite + no</p> <p>preterite of ver: vi</p> <p>preterite of ser</p> <p>comparative: más/menos + adjective + que</p> <p>se puede(n) + infinitive</p> <p>superlative: el/la/los/las más + adjective + de</p> <p>imperative: tú form</p> <p>using three tenses (present, preterite, near future) together</p> <p>irregular comparative: mejor/peor que</p> <p>irregular superlative: el/la/los/las mejor(es)/peor(es) de</p> <p>using different tenses (preterite, near future, conditional me gustaría)</p> <p>No new key language. Pupils practise and consolidate key language from September onwards.</p>	<p>NUMERACY</p> <p>Numbers</p> <p>Time</p> <p>Cost</p> <p>Quantities</p> <p>Percentages</p> <p>EMPLOYABILITY</p> <p>Risk taking</p> <p>Initiative</p> <p>Research</p> <p>Leadership</p> <p>Decision-making</p> <p>Independence</p> <p>Digital literacy</p> <p>21st CENTURY</p> <p>Collaboration</p> <p>Communication</p> <p>Critical thinking</p> <p>Creativity</p> <p>LINK TO FUTURE STUDY</p> <p>Local, national, international and global areas of interest.</p>	<p>Writing Assessment – Formative.</p>

	Half Term 6	<p>Saying what food you like Using a wider range of opinions Describing mealtimes Using negatives Ordering a meal Using usted / ustedes Discussing what to buy for a party Using the near future and the conditional Giving an account of a party Using three tenses together</p>	<p>Listening Listen to people say what they like and don't like to eat and drink, and match audio to photos Listen to and understand four speakers answering the questions ¿Qué (no) te gusta comer o beber?</p> <p>Speaking Talk about liking and disliking certain foods Carry out a survey of food preferences</p> <p>Reading Read texts in which animals describe what they like to eat, and match text to photos</p> <p>Writing Write an imagined dialogue between two animals about food preferences</p> <p>VOCABULARY & GRAMMAR</p> <p>Me gusta(n) + definite article negatives: no, nunca, no... nada familiar/polite 'you': tú / usted / ustedes using the present and the preterite together Recap near future and conditional tenses Using three tenses</p>	<p>NUMERACY Time Cost Quantities</p> <p>EMPLOYABILITY Risk taking Initiative Decision-making Independence</p> <p>21st CENTURY Collaboration Communication Critical thinking Creativity</p> <p>LINK TO FUTURE STUDY Identity & Culture. Local, national, international and global areas of interest.</p>	Speaking Assessment – Formative.