

Year 7 Overview 2023-24 – Spanish											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
8 weeks (20 Lessons) (38Days)											
Tues 5-Sep	A	1	<b>Module 1 - Mi vida – Communicating basic details about yourself. (15 lessons)</b> <b>Unit 1 ¿Cómo te llamas?</b> <b>Lesson 1</b> -Introduction to Spanish & Spain, books, admin etc. <b>Lesson 2</b> - Salutations, getting used to Spanish pronunciation. <b>Lesson 3</b> - saying how you are feeling, giving and asking names	Students will learn how to communicate and understand simple details to be able to introduce themselves and communicate simple details about themselves, including descriptions, family, age, birthday and pets. They begin to look at patterns in verbs and pronunciation  <b>GW:</b> students can introduce themselves with basic sentences and Students can demonstrate an understanding of key information and opinions from short texts. <b>BI:</b> students can talk about other people using other subject pronouns (he, she, we form); and agree adjectives and students can recognise main points and opinions from a variety of familiar topics <b>EW:</b> use of connectives and opinions to express preferences additionally, they can translate simple sentences with confidence and are beginning to translate with accuracy.							
11-Sep	B	2	<b>Unit 2 – ¿Qué tipo de persona eres?</b> <b>Lesson 4</b> - how to describe yourself / personality/ introduction to adjectives/ adjectival agreement <b>Lesson 5</b> – Introduction to connectives and simple opinions using es. Reading and writing on personality	<b>Grammar focus</b> – High frequency verbs in the I form. Adjectival agreement.  <b>Historical/cultural links</b> - Where is Spain, traditional Spanish names and pronunciation, looking at links with English to work out meaning e.g. generoso, tranquilo, start to look at where Spanish speaking countries in south America, Columbus was Spanish and discovered America.							
18-Sep*	A	3	<b>Unit 3 – ¿Tienes hermanos?</b> <b>Lesson 6</b> – Introduction to number 1 – 15 and giving your age using the verb tener. <b>Lesson 7</b> – Recall task. Communicating how many siblings you have. <b>Lesson 8</b> -Feedback for recall task. <b>Culture lesson</b> – About Spain/ Key facts	<b>Equality Diversity and Inclusion (EDI) links?</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in lifestyle between Spain and Hispanic countries.							
25-Sep	B	4	<b>Unit 4 – ¿Cuándo es tu cumpleaños?</b> <b>Lesson 9</b> – Introduction to numbers and months. <b>Lesson 10</b> – Giving details about birthdays and dates.								
2-Oct	A	5	<b>Lesson 11</b> – Revising phonics. Introduction to the Spanish alphabet. Introduction to spelling bee. <a href="https://spellingbeecymru.co.uk/es/?lang=en">https://spellingbeecymru.co.uk/es/?lang=en</a> <b>Unit 5 – ¿Tienes mascotas?</b> <b>Lesson 12</b> - Phonics – r/ rr. Knowing how to say what pets you have.	<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Basic vocabulary for numbers and colours.</td><td>Using basic vocabulary in a short sentence.</td><td>Using vocabulary in more extended sentences to give details about yourself and family.</td></tr></table>		Prior (Y6)	Current (Y7)	Next (Y8)	Basic vocabulary for numbers and colours.	Using basic vocabulary in a short sentence.	Using vocabulary in more extended sentences to give details about yourself and family.
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9-Oct	B	6	<b>Lesson 13</b> – Describing your pets using colours and intensifiers. Revising adjectival agreements. <b>Lesson 14</b> – Writing skills lesson. Preparing a paragraph about yourself. <b>Lesson 15</b> – Extended writing task.								
16-Oct	A	7	<b>Module 2 Mi tiempo libre (8 weeks,20 lessons including ST Exams)</b> <b>Unit 1 ¿Qué te gusta hacer?</b> <b>Lesson 1</b> - Feedback of writing. Saying what you like to do in your free time + opinions + infinitive. <b>Lesson 2</b> – How to link in reasons to justify your opinions. Listening/reading/writing practice on opinions + free time								
23-Oct	B	8	<b>Unit 2 ¿Cantas karaoke?</b> <b>Lesson 3</b> – Expressing what you do in your free time using verbs accurately <b>Lesson 4</b> – Introduction to “ar” verbs in present tense								

			Lesson 5 - Further 'AR' verb practice.							
Half-Term			7 weeks (17 lessons) (34 Days)							
6-Nov	A	9	Unit 3 ¿Qué haces cuando llueve? Lesson 6 – Recall task. Knowing how to talk about the weather. Lesson 7 – Introduction to seasons and using cuando.	Module 2 – Mi tiempo libre Students will learn how to communicate and understand simple details on free time and communicate simple opinions about varied activities, including what they do if the weather is good/ bad. They begin to look at verb patterns for ar verbs. They will also start to develop more of an understanding about cultural aspects of Spain, particularly at Christmas time.  Key Focuses: Module 2 GW: students can express likes and dislikes of sports and free time activities and they can also produce several short exchanges in target language on familiar topics. BI: students can talk about other people using other subject pronouns (he, she, we form) with a variety of “ar” verbs EW: use of connectives and opinions to express preferences and students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts.  Grammar focus – ar verbs in the present tense. Introduction to hacer. Opinion phrases.  Historical/cultural links – why literal translations do not work. More Spanish speaking countries in latin America (peru, Bolivia, Chile, Argentina). Climate in Spain and different Spanish speaking countries. At Christmas the 3 kings deliver presents on 6 <sup>th</sup> January.  Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in sporting prefences between England, Spain and Hispanic countries. Vocabulary for winter celebrations from different religions is introduced. <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>High frequency verbs in the I form.</td><td>Introduction to ar verbs in the present tense.</td><td>Using ar verbs in al tenses and to communicate details of others.</td></tr></table>	Prior	Now	Next	High frequency verbs in the I form.	Introduction to ar verbs in the present tense.	Using ar verbs in al tenses and to communicate details of others.
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13-Nov	B	10	Lesson 8 – Feedback for recall task. Speaking task - weather reports Unit 4 ¿Qué deportes haces? Lesson 9 – Knowing how to talk about sports you do using jugar and hacer. Lesson 10 – Revise days of week + sports.							
20-Nov	A	11	Repaso Lesson 11 – Revise vocabulary from module 1. Lesson 12 – Revise vocabulary from module 2.							
27-Nov	B	ST1	Lesson 13, 14 & 15 exams – listening, reading & translation							
4-Dec	A	ST1	Lesson 16 & 17 Feedback & EBI							
11-Dec	B	14	Unit 5 ¿Eres fanático? Lesson 18 -Writing skills lesson, preparing a paragraph about what you do in your free time. Lesson 19 - Focus on reading skills (free time focus) and translation skills. Lesson 20 -Extended writing task.							
18-Dec	A	15	Christmas in Spain Lesson 1 - Feedback for extended writing. Culture lsson – Christmas in Spain. Textbook p48-51 - Quizzes and Kahoots/Blookets to recap vocabulary. Lesson 2 – Link in vocabulary for other celebrations. Give simple details about what you do for a special celebration.							
Christmas Holiday			6 weeks (15 lessons) (30 Days)							
8-Jan	B	16	Module 3 Mi insti ( 6weeks, 15 lessons) Unit 1 Qué estudias? Lesson 1 - knowing school subjects and using the “we” form Lesson 2– my favourite day + subjects Lesson 3 – Revising use of “ar” verbs, focusing on “we” forms.	Module 3 – Mi insti Students will learn how to communicate and understand simple details about school life, including school subjects, teachers, facilities, break time and opinions. They begin to look at verb patterns for er and ir verbs and use the we form of estudiar. They will also start to develop more of an understanding about cultural aspects of Spain, particularly with regards to how the school day is different.  GW: students can express likes and dislikes of school subjects Students can demonstrate an understanding of key information and opinions from short texts. They can also						
15-Jan	A	17	Unit 2 ¿Te gustan las ciencias? Lesson 4- Giving opinions on subjects Opinions + definite article							

			<b>Lesson 5</b> - Adjectival agreements. Giving reasons for opinions on subjects using es/ son.	produce several short exchanges in target language on familiar topics. <b>BI:</b> students can talk about other people using other subject pronouns (he, she, we form) with a variety of ‘er’, ‘ir’ ‘ar’ verbs and students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. <b>EW:</b> use connectives and range of opinions to express preferences and Additionally, students can produce and write short texts.						
22-Jan	B	18	<b>Unit 3 ¿Qué hay en tu insti?</b> <b>Lesson 6</b> - describing your school – adjectives and facilities. <b>Lesson 7</b> – Recall task. Consolidation of facilities, and using adjectives to describe them. <b>Lesson 8</b> – Design a school and write a description of it.	<b>Grammar focus</b> – er and ir verbs.						
29-Jan	A	19	<b>Unit 4 - Durante el recreo</b> <b>Lesson 9</b> - Feedback for recall task. Talking about activities at breaktime using “er” and “ir” verbs. <b>Lesson 10</b> - practice of present tense of all persons of ‘er’ and ‘ir’ verbs.	<b>Historical/cultural links</b> – Spanish school day and how the day is different in everyday life (e.g. go to bed and eat late at night- due to the heat and siestas) and typical snacks.  <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in schools between England, Spain and Hispanic countries .						
5-Feb	B	20	<b>Unit 5 - ¿Te gusta tu instituto?</b> <b>Lesson 11</b> - Focus on listening skills - Understanding details and using prediction skills. <b>Lesson 12</b> - Speaking task – A general conversation about school, try to perform/ present in pairs without books -teacher circulates to listen and assess. <b>Unit –6 – ¿Cómo es tu insti?</b> <b>Lesson 13</b> - Focus on writing skills, preparing for the extended writing task.	<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>High frequency verbs in the I form.</td><td>Introduction to er and ir verbs in the present tense.</td><td>Using all verb forms in 3 tenses and to communicate details of others</td></tr></table>	Prior	Now	Next	High frequency verbs in the I form.	Introduction to er and ir verbs in the present tense.	Using all verb forms in 3 tenses and to communicate details of others
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12-Feb	A	21	<b>Lesson 14</b> - Extended writing task <b>Lesson 15</b> - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain							
Half-Term 5 weeks (lessons) (24 Days)										
26-Feb	B	22	<b>Module 4 Mi familia y mis amigos (7 weeks, 17 lessons)</b> <b>Unit 1 ¿Cuántas personas hay en tu familia?</b> <b>Lesson 1</b> - Feedback for Extended writing. knowing family members and how to say “my, your, his, her” <b>Lesson 2</b> – Numbers up to 100 with ages of family members <b>Lesson 3</b> – Create a family tree, giving names and ages.	<b>Module 4– Mi familia y mis amigos</b> Students will learn how to communicate and understand simple details about their family and where they live, including descriptions, ages, location and style of their home. They begin using verbs in the third person and are introduced to the differences between ser and estar. They will also start to develop more of an understanding about cultural aspects of Spain, particularly with regards to carnival celebrations.  <b>GW:</b> students can describe themselves and students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics.						
4-Mar	A	23	<b>Unit 2 ¿De qué color tienes los ojos?</b> <b>Lesson 4</b> - Learning how to describe hair / eye colour and using the verbs ser and tener. <b>Lesson 5</b> - Consolidation of descriptions and ‘ser’ and ‘tener’	<b>BI:</b> students can describe other people using other subject pronouns (he, she, we form) with regular and some high frequency irregular verbs (eg. Tiene) and they can translate simple sentences with some degree of accuracy. <b>EW:</b> Able to consistently agree adjectives in written work and students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts						
11-Mar	B	24	<b>Unit 3 ¿Cómo es?</b> <b>Lesson 6</b> – Learning to describe others, ‘ser’ and ‘tener’ in the third person <b>Lesson 7</b> – consolidation + use of intensifiers.							

			<b>Lesson 8</b> – Wanted posters.	<b>Grammar focus</b> – use of estar. Using verbs in the third person.						
18-Mar	A	25	<b>Unit 4 - ¿Cómo es tu casa o tu piso?</b> <b>Lesson 9</b> – Recall task. Describe where you live using the verb estar. <b>Lesson 10</b> – Use of adjectives + agreements / opinions on different accommodation	<b>Historical/cultural links</b> – Spanish celebrities and towns. More Spanish people live in flats than houses, traditional white villages – due to the heat. Carnival in Cadiz dates back to 15 <sup>th</sup> century, influenced by Italian traders who brought in masks and confetti.						
25-Mar*	B	26	<b>Easter in Spain</b> <b>Lesson 11</b> - Feedback for recall task. <b>Speaking</b> – Autorretrato - Plan and give a presentation about yourself using all your work you have learned so far. (Pages 86-87 for support). <b>Lesson 12</b> - Culture lesson – Easter in Spain <b>Lesson 13</b> - Culture lesson – Easter in Spain	<b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in houses between England, Spain and Hispanic countries .						
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<b>Easter Holiday</b> 6 weeks (15 lessons) (29 Days)										
15-Apr	A	27	<b>Unit 5 - El carnaval en familia</b> <b>Lesson 14</b> - Reading skills focus - Carnival in Cadiz and using a dictionary. <b>Lesson 15</b> - Prepare for extended writing.	<b>Module 5– Mi ciudad</b> Students will learn how to communicate and understand simple details about their town, including where they go and at what time, food available in cafes, what they plan on doing in the future and their opinions. They begin using the verb ir to communicate details about others in the present and near future tense and look at high frequency stem changing verbs. They will also start to develop more of an understanding about cultural aspects of Spain, particularly with regards to food.  <b>GW:</b> students can describe what is in their town and students can demonstrate an understanding of time and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. <b>BI:</b> students can describe where they and other people go using the verb ir and they can translate simple sentences with some degree of accuracy. <b>EW:</b> Able to consistently agree adjectives in written work and students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts						
22-Apr	B	28	<b>Lesson 16</b> – Extended writing. <b>Lesson 17</b> – Feedback for Extended writing. Consolidation of Module 4							
29-Apr	A	29	<b>Module 5 Mi ciudad</b> (20 lessons, including ST2 Exams) <b>Unit 1 ¿Qué hay en tu ciudad?</b> <b>Lesson 1</b> – knowing how to say what is in your town. <b>Lesson 2</b> – using “a”, “some” and “many” when saying what there is. <b>Lesson 3</b> – Design a town and write a description of it.							
6-May*	B	30	<b>Repaso</b> <b>Lesson 1</b> – Revise modules 1 & 2 <b>Lesson 2</b> – Revise modules 3 & 4							
13-May	A	ST2	<b>Lesson 3, 4 &amp; 5</b> exams – listening, reading & translation	<b>Historical/cultural links</b> – Importance of Plazas in Spanish towns. Tapas – introduced by putting small plates of food on top of drinks to stop insects going in them.						
20-May	B	ST2	Lesson 6 & 7 Feedback & EBI	<b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in houses between England, Spain and Hispanic countries .						
<b>Half-Term</b> 7 weeks (?? lessons) (35 Days)										
3-Jun	A	33	<b>Unit 2 ¿Qué haces en la ciudad?</b> <b>Lesson 8</b> – How to tell the time in Spanish. <b>Lesson 9</b> – Consolidate learning of telling time in Spanish. <b>Lesson 10</b> – Saying what you are going to do in town and when.	<b>Module 5– Mi ciudad</b> Students will learn how to communicate and understand simple details about their town, including where they go and at what time, food available in cafes, what they plan on doing in the future and their opinions. They begin using the verb ir to communicate details about others in the present and near future tense and look at high frequency stem						
10-Jun	B	34	<b>Unit 3 En la cafeteria</b>							

			<b>Lesson 11</b> – Introduction to food and drinks and reading a Spanish menu. <b>Lesson 12</b> – Learning how to order food in a snack bar, using the verb “querer”	changing verbs. They will also start to develop more of an understanding about cultural aspects of Spain, particularly with regards to food.									
17-Jun	A	35	<b>Unit 4 ¿Qué vas a hacer?</b> <b>Lesson 13</b> – Recall task. Saying what you are going to do, using the near future tense <b>Lesson 14</b> – use the near future tense <b>Lesson 15</b> - Feedback for recall task. Future time phrases + near future tense	<b>GW:</b> students can describe what is in their town and students can demonstrate an understanding of time and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. <b>BI:</b> students can describe where they and other people go using the verb ir and they can translate simple sentences with some degree of accuracy. <b>EW:</b> Able to consistently agree adjectives in written work and students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts									
24-Jun	B	36	<b>Lesson 16</b> – <b>Unit 5 – ¿Te gusta tu ciudad?</b> – Focus on listening skills. <b>Lesson 17</b> – <b>Unit 6 – Mi vida en la habana</b> – Writing skills	<b>Grammar focus</b> – the verb ir and querer, the near future tense.									
1-Jul	A	37	<b>Lesson 18</b> – Prepare Extended writing task. <b>Lesson 19</b> – Extended writing. <b>Lesson 20</b> – Feedback for extended writing. Speaking focus – photocard style task.	<b>Historical/cultural links</b> – Importance of Plazas in Spanish towns. Tapas – introduced by putting small plates of food on top of drinks to stop insects going in them.									
8-Jul	B	38	<b>Pasaporte Fiesta (5 lessons)</b> Extended writing feedback. Learn about Spanish festivals - Look at pages 118 – 119 of viva 1. <b>Lesson 1</b> - El dia de los muertos, complete Zona cultura activities on p.118 <b>Lesson 2</b> - Watch video clip on day of the dead. Design own Day of the dead mask	<b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in houses between England, Spain and Hispanic countries .									
15-Jul	A	39	<b>Pasaporte Fiesta</b> Learn about Spanish festivals - Look at pages 116 – 118 of viva 1. <b>Lesson 3</b> - Culture lesson – research and describe a Spanish town Cultural project on local festivals in Spain – <b>Lesson 4</b> - Create a brochure about a fiesta/ town in Spain. (Show existing Powerpoints on La Feria / Las Fallas / La tomatina. <b>Lesson 5</b> - Continue to create their brochure about a fiesta/ town in Spain. (Show existing Powerpoints on La Feria / Las Fallas / La tomatina.	<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Introduction to colours and numbers up to 31.</td><td>Telling the time.</td><td>Using and understanding times when used in a longer sequence of speech.</td></tr><tr><td>Introduction to simple phrases across varied topics e.g. school &amp; free time</td><td>Understand details linking to school and free time in more complex and longer texts and sequences of speech.</td><td>Use 3 tenses to communicate details about school and freetime.</td></tr></table>	Prior	Now	Next	Introduction to colours and numbers up to 31.	Telling the time.	Using and understanding times when used in a longer sequence of speech.	Introduction to simple phrases across varied topics e.g. school & free time	Understand details linking to school and free time in more complex and longer texts and sequences of speech.	Use 3 tenses to communicate details about school and freetime.
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(Total: 190 Days)													

\* Bank Holidays

Overview of Year 7	
<b>Based on your Flight Path</b> (E.g. Targets 1L – 4L)	<b>By the end of Year 7, students will have learned</b>
<b>GW:</b> (E.g. Grade 1)	Students can demonstrate an understanding of key information and opinions from short texts. They can also produce several short exchanges in target language on familiar topics. They can translate simple sentence to and from target language.

<b>BI:</b> <i>(E.g. Grades 2-3M)</i>	Students can recognise main points and opinions from a variety of familiar topics. They can also produce exchanges, opinions and justifications from familiar topics. Additionally, they are beginning to use and recognise two tenses. They can translate simple sentences with some degree of accuracy.
<b>EW:</b> <i>(E.g. Grades 3U-4L)</i>	Students can understand information from a variety of short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts. Additionally, students can produce and write short texts refereeing to present and future tense. They can translate simple sentences with confidence and are beginning to translate with accuracy.