Year 7 Overview 2023-24 – Spanish						
Date	Wk	Week	Units Studied & Learning Outcomes	Key	Concepts & Assess	ment
8 weeks (20 Lessons) (38Days)						
Tues 5-Sep	٨	1	Module 1 - Mi vida – Communicating basic details about yourself. (15 lessons) Unit 1 ¿Cómo te llamas? Lesson 1 - Introduction to Spanish & Spain, books, admin etc. Lesson 2 - Salutations, getting used to Spanish pronunciation. Lesson 3 - saying how you are feeling, giving and acking names.	Students will learn has simple details to be communicate simple descriptions, family, look at patterns in value. GW: students can in sentences and Stude of key information and students can be supported by the students will be supported by the students and students.	able to introduce the details about them age, birthday and perbs and pronuncial troduce themselves ents can demonstration opinions from sh	nemselves and needs, including pets. They begin to tion with basic te an understanding nort texts.
11-Sep	A B	2	giving and asking names Unit 2 – ¿Qué tipo de persona eres? Lesson 4 - how to describe yourself / personality/ introduction to adjectives/ adjectival agreement Lesson 5 – Introduction to connectives and simple opinions using es. Reading and writing on personality	pronouns (he, she, v students can recogn variety of familiar to EW: use of connecti additionally, they ca confidence and are	ve form); and agree ise main points and opics ves and opinions to n translate simple s beginning to transla	opinions from a express preferences entences with te with accuracy.
18-Sep*	U	3	Unit 3 – ¿Tienes hermanos? Lesson 6 – Introduction to number 1 – 15 and giving your age using the verb tener. Lesson 7 – Recall task. Communicating how many siblings you have. Lesson 8 -Feedback for recall task.	names and pronunc wok out meaning e.	inks - Where is Spai iation, looking at lin g. generoso, tranqui ish speaking countr	in, traditional Spanish ks with English to ilo, start to look at ies in south America,
25-Sep	Α	4	Culture lesson – About Spain/ Key facts Unit 4 – ¿Cuándo es tu cumpleaños? Lesson 9 – Introduction to numbers and	Students are presen		liet of
	В		months. Lesson 10 – Giving details about birthdays and dates.	representatives from Hispanic world. Student Spain and	dents look at the dif	
2-Oct	А	5	Lesson 11 – Revising phonics. Introduction to the Spanish alphabet. Introduction to spelling bee. https://spellingbeecymru.co.uk/es/?lang=en Unit 5 – ¿Tienes mascotas? Lesson 12 - Phonics – r/ rr. Knowing how to say what pets you have.	Prior (Y6) Basic vocabulary for numbers and colours.	Current (Y7) Using basic vocabulary in a short sentence.	Next (Y8) Using vocabulary in more extended sentences to give details about yourself
9-Oct	В	6	Lesson 13 – Describing your pets using colours and intensifiers. Revising adjectival agreements. Lesson 14 – Writing skills lesson. Preparing a paragraph about yourself. Lesson 15 – Extended writing task.			and family.
16-Oct	A	7	Module 2 Mi tiempo libre (8 weeks,20 lessons including ST Exams) Unit 1 ¿Qué te gusta hacer? Lesson 1 - Feedback of writing. Saying what you like to do in your free time + opinions + infinitive. Lesson 2 — How to link in reasons to justify your opinions. Listening/reading/writing practice on opinions + free time			
23-Oct	В	8	Unit 2 ¿Cantas karaoke? Lesson 3 – Expressing what you do in your free time using verbs accurately Lesson 4 – Introduction to "ar" verbs in present tense			

Balletern				Lesson 5 - Further 'AR' verb practice.			
Lesson 1- Recall task. Knowing how to tak about the weather. Lesson 7- Introduction to seasons and using cuando. Lesson 8- Feedback for recall task. Speaking task - weather reports Unit 4 (Quid deportes haces?) Lesson 9- Knowing how to talk about sports you do using jugar and hacer. Lesson 10- Revise days of week + sports. Beason 9- Knowing how to talk about sports you do using jugar and hacer. Lesson 1- Revise vocabulary from module 1. 1 module 2. 27-Nov B ST1 Lesson 12- Revise vocabulary from module 1. 11 module 2. 27-Nov B ST1 Lesson 13- Mitting (Feedback & EB) 11-Dec Difference of the properties of the pro	Half-Term			7 weeks (17	lessons) (34 Days)		
Using cuando.	6-Nov		0	Lesson 6 – Recall task. Knowing how to talk about the weather.	Students will lear understand simpl	n how to commun e details on free ti	ime and
Speaking task - weather reports Unit 4.0 cut deports haves? Lesson 9 - Knowing how to talk about sports you do using jugar and hater.		А	9	using cuando.	including what th	ey do if the weath	er is good/ bad.
Constitute Con	13-Nov	В	10	Speaking task - weather reports Unit 4 ¿Qué deportes haces? Lesson 9 — Knowing how to talk about sports you do using jugar and hacer.	will also start to de about cultural asp Christmas time.	levelop more of ar pects of Spain, par	n understanding
11 module 2 Bit students can talk about other people using other people using other people using other subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject pronouns (he, she, we form) with a variety of "ar" verbs subject stand using translations & to express 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. 18-Dec	20-Nov	А		Repaso Lesson 11 – Revise vocabulary from module 1.	GW: students can and free time acti several short exch	express likes and vities and they ca	n also produce
4-Dec A ST1 Lesson 16 & 17 Feedback & EBI 11-Dec 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 Christmas in Spain Lesson 1 - Feedback for extended writing Culture Isson 2 - Christmas in Spain Lesson 2 - Extended writing Culture Isson 2 - Christmas in Spain Textbook pals-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. A A 15 Christmas Holiday 6 weeks (15 lessons) (30 Days) Module 3 MI insti (Gweeks, 15 lessons) Unit 1 Qué estudias? Lesson 1 - knowing school subjects and using the "we" form Lesson 2 - mr weeks guesting used for present tand understand simple details about two to manufact and using the "we" form Lesson 3 - Revising use of "ar" verbs, focusing on "we" forms. A A 15 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. At Christmas the 3 kings deliver presents on 6th January. Spain and Hispanic world. Students and different spanish speaking countries. At Christmas the 3 kings deliver presents on 6th January. Spain and Hispanic world. Students and communities within the Hispanic world. Students and liference in sporting preferences between England, Spain and Hispanic countries. At Christmas thoild a difference in sporting preferences between England, Spain and Hispanic countries. At Christmas thoild and inference in sporting preference between England, Spain and Hispanic countries. At Christmas Holiday for winter celebrations from different religions	27-Nov	D		module 2.			
11-Dec Dint 5 LEres Inabition 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			311	exams – listening, reading & translation	"ar" verbs		
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. Christmas in Spain Lesson 1 - Feedback for extended writing. Culture Isson - 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. A A Tothodok 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. A A Tothodok 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. A A Tothodok 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. A Tothodok 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. A Tothodok p48-51 - Quizzes and Kahoots/Blookets to recap vocabulary. Lesson 2 - Revising use of "ar" verbs, focusing on "we" form. Lesson 3 - Revising use of "ar" verbs, focusing on "we" forms. Lesson 3 - Revising use of "ar" verbs, focusing on "we" forms. Lesson 4 - Giving opinions on subjects Lesson 4 - Giving opinions on subjects Lesson 4 - Giving opinions on subjects Infolmation to a private and understanding about cutal aspects of Spain, particularly with regards to how the school day is different. Grammar focus – arverbs in the present tense. Introduction to hacer. Opinion harses. Historical/cultural links – why literal translations do not work. More Spanish speaking countries. A thortwork with charactery of the work. More Spanish speaking countries. A the	4-Dec	Α	ST1		preferences and s	tudents can unde	rstand information
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Lesson 1 - Feedback for extended writing. Culture Isson - 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. A Total Communities within the Hispanic countries. At Christmas the 3 kings deliver presents on 6th January. Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic countries. Vocabulary for winter celebrations from different religions is introduced. Prior Now Next High frequency verbs in the 1 form. Prior Now Next High frequency verbs in the 1 form. Prior Now Next High frequency verbs in the 2 form. Prior Now Next High frequency verbs in the 3 tenes and to communicate details of others. Christmas Holiday 6 weeks (15 lessons) (30 Days) Module 3 Mi insti (6weeks, 15 lessons) 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. 8-Jan B B Lesson 2 - my favourite day + subjects Lesson 3 - Revising use of "ar" verbs, focusing on "we" forms. Unit 2 ¿Tre gustan las ciencias? Lesson 4 - Giving opinions on subjects Lesson 6 - Giving opinions on subjects Lesson 6 - Giving opinions on subjects Lesson 7 - Fixed 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 emonstrate an understanding of key information and poinions from short texts. They can also defined the first opinion from short texts. They can also defined the first opinion from short texts. They can also defined the first opinion from short texts. They can also defined the first opinion from short texts. They can al		В	14	time focus) and translation skills.		-	
High frequency verbs in the lorm. High frequency verbs in the lorm. Introduction to ar Using ar verbs in all tenses and to communicate details of others.	18-Dec			Lesson 1 - Feedback for extended writing. Culture Isson - 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	not work. More S America (peru, Bo Spain and differed Christmas the 3 k Equality Diversity presented with a all communities v look at the differe England, Spain an Vocabulary for with	panish speaking co blivia, Chile, Argen nt Spanish speakin ings deliver preser and Inclusion: St diverse diet of rep within the Hispanic ence in sporting pr d Hispanic countr nter celebrations	ountries in latin tina). Climate in ag countries. At this on 6 th January. tudents are presentatives from world. Students refences between ies.
High frequency verbs in the lorm. High frequency verbs in the lorm. Introduction to ar Using ar verbs in all tenses and to communicate details of others.					Prior	Now	Next
Christmas Holiday 6 weeks (15 lessons) (30 Days) 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. Unit 2 ¿Te gustan las ciencias? Lesson 4 - Giving opinions on subjects A 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		А	15		High frequency verbs in the I	Introduction to ar verbs in the present tense.	Using ar verbs in al tenses and to communicate
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. B Unit 2 ¿Te gustan las ciencias? Lesson 4- Giving opinions on subjects A Wodule 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	Christmas Holi	day		6 weeks (15 lessons) (30	0 Days)		
8-Jan B Lesson 3 – Revising use of "ar" verbs, focusing on "we" forms. Unit 2 ¿Te gustan las ciencias? Lesson 4- Giving opinions on subjects 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				Module 3 Mi insti (6weeks, 15 lessons) Unit 1 Qué estudias? Lesson 1 - knowing school subjects and using the "we" form	Module 3 – Mi inst Students will learn simple details abou teachers, facilities, look at verb pattern of estudiar. They w	how to communicat t school life, includir break time and opin ns for er and ir verbs ill also start to devel	ng school subjects, ions. They begin to and use the we form op more of an
A Lesson 4- Giving opinions on subjects	8-Jan	В	16	Lesson 3 – Revising use of "ar" verbs, focusing on "we" forms.	with regards to hov	v the school day is d	ifferent.
	15-Jan	А	17		subjects Students c	an demonstrate an i	understanding of key

		ı	T	T
			Lesson 5 - Adjectival agreements.	produce several short exchanges in target language on familiar topics.
			Giving reasons for opinions on	BI: students can talk about other people using other subject
			subjects using es/ son.	pronouns (he, she, we form) with a variety of 'er', 'ir' 'ar'
			Unit 3 ¿Qué hay en tu insti?	verbs and students can recognise main points and opinions
			Lesson 6 - describing your school –	from a variety of familiar topics. They can also produce
			adjectives and facilities.	exchanges, opinions and justifications from familiar topics.
			Lesson 7 – Recall task. Consolidation	EW : use connectives and range of opinions to express preferences and Additionally, students can produce and
			of facilities, and using adjectives to	write short texts.
			describe them.	
	В		Lesson 8 – Design a school and write a	Grammar focus – er and ir verbs.
22-Jan		18	description of it.	
			Unit 4 - Durante el recreo	Historical/cultural links – Spanish school day and how the day is different in everyday life (e.g. go to bed and eat late at
			Lesson 9 - Feedback for recall task.	night- due to the heat and siestas) and typical snacks.
			Talking about activities at breaktime	Tight due to the neat and siestas, and typical shades.
			using "er" and "ir" verbs.	Equality Diversity and Inclusion: Students are presented
	Α		Lesson 10 - practice of present tense	with a diverse diet of representatives from all
29-Jan	_ ^	19	of all persons of 'er' and 'ir' verbs.	communities within the Hispanic world. Students look at
25 3411		13	Unit 5 - ¿Te gusta tu instituto?	the difference in schools between England, Spain and
			Lesson 11 - Focus on listening skills -	Hispanic countries .
			Understanding details and using	Prior Now Next
			prediction skills.	Thoi New Next
			l ·	High frequency Introduction to Using all verb
			Lesson 12 - Speaking task – A general	verbs in the I er and ir verbs forms in 3
			conversation about school, try to	form. in the present tenses and to
			perform/ present in pairs without	tense. communicate
			books -teacher circulates to listen and	details of others
			assess.	
			Unit -6 - ¿Cómo es tu insti?	
			Lesson 13 - Focus on writing skills,	
5-Feb	В		preparing for the extended writing	
		20	task.	
			Lesson 14 - Extended writing task	
			Lesson 15 - Culture lesson – research	
			the differences between school in	
	Α		Spain and / or other Spanish speaking	
12-Feb		21	countries and Great Britain	
Half-Term		1	5 weeks (lessons) (24	
26-Feb			Module 4 Mi familia y mis amigos (7	Module 4– Mi familia y mis amigos
			weeks, 17 lessons)	Students will learn how to communicate and understand simple details about their family and where they live,
			Unit 1 ¿Cuántas personas hay en tu	including descriptions, ages, location and style of their
			familia?	home. They begin using verbs in the third person and are
			Lesson 1 - Feedback for Extended writing.	introduced to the differences between ser and estar. They
			knowing family members and how to say "my, your, his, her"	will also start to develop more of an understanding about
			Lesson 2 – Numbers up to 100 with ages	cultural aspects of Spain, particularly with regards to carnival celebrations.
			of family members	Celebi ations.
			Lesson 3 – Create a family tree, giving	GW: students can describe themselves and students can
	В	22	names and ages.	demonstrate an understanding of key information and
4-Mar			Unit 2 ¿De qué color tienes los ojos?	opinions from short texts. They can also produce several
			Lesson 4 - Learning how to describe hair /	short exchanges in target language on familiar topics.
			eye colour and using the verbs ser and	BI: students can describe other people using other subject pronouns (he, she, we form) with regular and some high
			tener.	frequency irregular verbs (eg. Tiene) and they can translate
			Lesson 5 - Consolidation of descriptions	simple sentences with some degree of accuracy.
	Α	23	and 'ser' and 'tener'	EW: Able to consistently agree adjectives in written work
11-Mar			Unit 3 ¿Cómo es?	and students can understand information from a variety of
			Lesson 6 – Learning to describe others,	short and longer texts and can recognise opinions and can
			'ser' and 'tener' in the third person	work out meanings of texts in unfamiliar contexts
	ח]	Lesson 7 – consolidation + use of	
	В	24	intensifiers.	

			Lesson 8 – Wanted posters.	Grammar focus – use of estar. Using verbs in the third
18-Mar			Unit 4 - ¿Cómo es tu casa o tu piso?	person.
			Lesson 9 – Recall task.	Historical/cultural links – Spanish celebrities and towns.
			Describe where you live using the verb	More Spanish people live in flats than houses, traditional
			estar. Lesson 10 – Use of adjectives +	white villages – due to the heat. Carnaval in Cadiz dates back
			agreements / opinions on different	to 15 th century, influenced by Italian traders who brought in masks and confetti.
	Α	25	accommodation	masks and connecti.
25-Mar*			Easter in Spain	Equality Diversity and Inclusion: Students are presented
			Lesson 11 - Feedback for recall task.	with a diverse diet of representatives from all
			Speaking – Autorretrato - Plan and	communities within the Hispanic world. Students look at the difference in houses between England, Spain and
			give a presentation about yourself	Hispanic countries .
			using all your work you have learned	
			so far. (Pages 86-87 for support). Lesson 12 - Culture lesson – Easter in	Prior Now Next
			Spain	Introduction to Describing family Using high
			Lesson 13 - Culture lesson – Easter in	colours and members numbers when
			Spain	numbers up to 31 including all ages.referring to
				quantity.
	В	26		
Easter Holiday		I	6 weeks (15 lessons) (29	
15-Apr			Unit 5 - El carnaval en familia	Module 5- Mi ciudad Students will learn how to communicate and understand
			Lesson 14- Reading skills focus -	simple details about their town, including where they go and
			Carnival in Cadiz and using a	at what time, food available in cafes, what they plan on
			dictionary.	doing in the future and their opinions. They begin using the verb ir to communicate details about others in the present
	Α	27	Lesson 15- Prepare for extended writing.	and near future tense and look at high frequency stem
22-Apr	A	21	Lesson 16 – Extended writing.	changing verbs. They will also start to develop more of an
22-Api			Lesson 17 – Feedback for Extended	understanding about cultural aspects of Spain, particularly
	В	28	writing. Consolidation of Module 4	with regards to food.
29-Apr		20	Module 5 Mi cuidad (20 lessons,	GW: students can describe what is in their town and
'			including ST2 Exams)	students can demonstrate an understanding of time and
			Unit 1 ¿Qué hay en tu ciudad?	opinions from short texts. They can also produce several short exchanges in target language on familiar topics.
			Lesson 1 – knowing how to say what is	BI: students can describe where they and other people go
			in your town.	using the verb ir and they can translate simple sentences
			Lesson 2 – using "a", "some" and "many"	with some degree of accuracy. EW: Able to consistently agree adjectives in written work
			when saying what there is.	and students can understand information from a variety of
	Α	29	Lesson 3 – Design a town and write a description of it.	short and longer texts and can recognise opinions and can
6-May*	, ,		Repaso	work out meanings of texts in unfamiliar contexts
0,			Lesson 1 – Revise modules 1 & 2	Grammar focus – the verb ir and querer, the near future
		30	Lesson 2 – Revise modules 3 & 4	tense.
	В			Historical/cultural links – Importance of Plazas in Spanish
13-May			Lesson 3, 4 & 5	towns. Tapas – introduced by putting small plates of food on
	Α	ST2	exams – listening, reading & translation	top of drinks to stop insects going in them.
20-May			Lesson 6 & 7	Equality Divorcity and Inclusions Students are presented
			Feedback & EBI	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 houses between England, Spain and
	В	ST2		Hispanic countries .
Half-Term	U	312	7 weeks (?? lessons)	(35 Days)
3-Jun			Unit 2 ¿Qué haces en la ciudad?	(
2 7011			Lesson 8 – How to tell the time in Spanish.	Module 5– Mi ciudad
			Lesson 9 – Consolidate learning of telling	Students will learn how to communicate and understand simple details about their town, including where they go and
			time in Spanish.	at what time, food available in cafes, what they plan on
		22	Lesson 10 – Saying what you are going to	doing in the future and their opinions. They begin using the
10.1	A	33	do in town and when.	verb ir to communicate details about others in the present
10-Jun	В	34	Unit 3 En la cafeteria	and near future tense and look at high frequency stem

			(Total: 190 Days)
	А	39	pages 116 – 118 of viva 1. Lesson 3 - Culture lesson – research and describe a Spanish town Cultural project on local festivals in Spain – Lesson 4 - Create a brochure about a fiesta/ town in Spain. (Show existing Powerpoints on La Feria / Las Fallas / La tomatina. Lesson 5 - Continue to create their brochure about a fiesta/ town in Spain. (Show existing Powerpoints on La Feria / Las Fallas / La tomatina.
15-Jul	В	38	mask Pasaporte Fiesta Learn about Spanish festivals - Look at
8-Jul	D	30	Pasaporte Fiesta (5 lessons) Extended writing feedback. Learn about Spanish festivals - Look at pages 118 – 119 of viva 1. Lesson 1 - El dia de los muertos, complete Zona cultura activities on p.118 Lesson 2 - Watch video clip on day of the dead. Design own Day of the dead
1-Jul	А	37	Lesson 18 – Prepare Extended writing task. Lesson 19 – Extended writing. Lesson 20 – Feedback for extended writing. Speaking focus – photocard style task.
24-Jun	В	36	Lesson 16 – Unit 5 – ¿Te gusta tu ciudad? – Focus on listening skills. Lesson 17 – Unit 6 – Mi vida en la habana – Writing skills
17-Jun	А	35	Unit 4 ¿Qué vas a hacer? Lesson 13 — Recall task. Saying what you are going to do, using the near future tense Lesson 14 — use the near future tense Lesson 15 - Feedback for recall task. Future time phrases + near future tense tense
			Lesson 11 – Introduction to food and drinks and reading a Spanish menu. Lesson 12 – 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.

GW: 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. **BI:** students can describe where they and other people go using the verb ir and they can translate simple sentences with some degree of accuracy.

EW: 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

Grammar focus – the verb ir and querer, the near future tense.

Historical/cultural links – Importance of Plazas in Spanish towns. Tapas – introduced by putting small plates of food on top of drinks to stop insects going in them.

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 houses between England, Spain and Hispanic countries.

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	school and free	Use 3 tenses to communicate details about school and freetime.

* Bank Holidays

	Overview of Year 7		
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 7, students will have learned		
GW: (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.		

BI: (E.g. Grades 2-3M)	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.
EW: (E.g. Grades 3U-4L)	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.