

Year 7 Overview 2025-26 – Spanish											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
8 weeks (16 Lessons) (38Days)											
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Module 1 - Mi vida – Communicating basic details about yourself. (16 lessons) Unit 1 ¿Cómo te llamas? Lesson 1 -Introduction to Spanish & Spain, books, admin etc. Lesson 2 - Salutations, getting used to Spanish pronunciation and 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 GW: students can introduce themselves with basic sentences and Students can demonstrate an understanding of key information and opinions from short texts.							
8-Sep	B	2	Unit 2 – ¿Qué tipo de persona eres? Lesson 3 - how to describe yourself / personality/ introduction to adjectives/ adjectival agreement Lesson 4 – Introduction to connectives and simple opinions using es. Reading and writing on personality	BI: 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 EW: use of connectives and opinions to express preferences additionally, they can translate simple sentences with confidence and are beginning to translate with accuracy.							
15-Sep (INSET Friday)	A	3	Unit 3 – ¿Tienes hermanos? Lesson 5 – Introduction to number 1 – 15 and giving your age using the verb tener. Lesson 6 – Recall task. Communicating how many siblings you have.	Grammar focus – High frequency verbs in the I form. Adjectival agreement. Historical/cultural links - Where is Spain, traditional Spanish names and pronunciation, looking at links with English to wok out meaning e.g. generoso, tranquilo, start to look at where Spanish speaking countries in south America, Columbus was Spanish and discovered America.							
22-Sep	B	4	Unit 4 – ¿Cuándo es tu cumpleaños? Lesson 7 – Introduction to numbers and months. Lesson 8 Feedback for recall task. – Giving details about birthdays and dates.	• Equality Diversity and Inclusion (EDI) links? 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.							
29-Sep	A	5	Lesson 9 – Revising phonics. Introduction to the Spanish alphabet. Unit 5 – ¿Tienes mascotas? Lesson 10 - Phonics – r/ rr. Knowing how to say what pets you have.	Parent and Carers month/Black History month 3/9 World afro day 23/9 International day of sign languages 10/10 world mental health day 5/10 world teachers day 6/10 World cerebral palsy day							
6-Oct	B	6	Lesson 11 – Describing your pets using colours and intensifiers. Revising adjectival agreements. Lesson 12 – Writing skills lesson. Preparing a paragraph about yourself.								
13-Oct	A	7	Lesson 13 Extended writing task Module 2 Mi tiempo libre (8 weeks,16 lessons including ST Exams) Unit 1 ¿Qué te gusta hacer? Lesson 1 -. Saying what you like to do in your free time + opinions + infinitive.	<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.
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.									
20-Oct	B	8	Lesson 2 – How to link in reasons to justify your opinions. Listening/reading/writing practice on opinions + free time Unit 2 ¿Cantas karaoke? Feedback of writing Lesson 3 – Expressing what you do in your free time using verbs accurately								

Half-Term			7 weeks (17 lessons) (34 Days)	
3-Nov	A	9	Lesson 4 – Introduction to “ar” verbs in present tense Unit 3 ¿Qué haces cuando llueve? Lesson 5 – 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.
10-Nov	B	10	Lesson 8 – Recall task. Speaking task – Teacher assessed in lesson (verbal feedback) weather reports Unit 4 ¿Qué deportes haces? Lesson 9 – Knowing how to talk about sports you do using jugar and hacer.	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.
17-Nov	A	11	Repaso Lesson 10 – Revise days of week + sports. Lesson 11 – Revise for ST1.	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 th 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. <i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i>
24-Nov	B	ST1 (core only)	Lesson 12/13 exams – listening, reading & translation Feedback and EBIs	
1-Dec	A	ST1 (core only)	Unit 5 ¿Eres fanático? Lesson 14 -Writing skills lesson, preparing a paragraph about what you do in your free time. Lesson 15 - Focus on reading skills (free time focus) and translation skills.	
8-Dec	B	14	Lesson 16 -Extended writing task. (optional) Feedback for ST exams.	
15-Dec	A	15	Christmas in Spain Lesson 1 - Feedback for extended writing. Culture lesson – 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 (12 lessons) (30 Days)	
5-Jan	B	16	Module 3 Mi insti (6weeks, 12 lessons) Unit 1 Qué estudias? Lesson 1 - knowing school subjects and using the “we” form	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

Prior	Now	Next
High frequency verbs in the I form.	Introduction to ar verbs in the present tense.	Using ar verbs in all tenses and to communicate details of others.

			Lesson 2 – my favourite day + subjects Revising use of “ar” verbs, focusing on “we” forms.	understanding about cultural aspects of Spain, particularly with regards to how the school day is different.						
12-Jan	A	17	Unit 2 ¿Te gustan las ciencias? Lesson 3 - Giving opinions on subjects Opinions + definite article Lesson 4 - Adjectival agreements. Giving reasons for opinions on subjects using es/ son.	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 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 ‘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. EW : use connectives and range of opinions to express preferences and Additionally, students can produce and write short texts.						
19-Jan	B	18	Unit 3 ¿Qué hay en tu insti? Lesson 5 - describing your school – adjectives and facilities. Lesson 6 – Recall task. Consolidation of facilities, and using adjectives to describe them. – Design a school and write a description of it.	Grammar focus – er and ir verbs. Historical/cultural links – 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.						
26-Jan	A	19	Unit 4 - Durante el recreo Lesson 7 Talking about activities at breaktime using “er” and “ir” verbs. Lesson 8 - practice of present tense of all persons of ‘er’ and ‘ir’ verbs. - Feedback for recall task.	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 schools between England, Spain and Hispanic countries . <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i>						
2-Feb	B	20	Unit 5 - ¿Te gusta tu instituto? Lesson 9 - Focus on listening skills - Understanding details and using prediction skills. Lesson 10 - Speaking task – A general conversation about school, try to perform/ present in pairs without books -teacher circulates to listen and assess.	<i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i>						
9-Feb	A	21	Unit –6 – ¿Cómo es tu insti? Lesson 11 - Focus on writing skills, preparing for the extended writing task. Lesson 12 - Extended writing task After Writing tasks - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support	<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
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								
Half-Term 5 weeks (lessons) (24 Days)										
23-Feb	B	22	Module 4 Mi familia y mis amigos (7 weeks, 17 lessons) Unit 1 ¿Cuántas personas hay en tu familia? Lesson 1 - Feedback for Extended writing. knowing family members and how to say “my, your, his, her” Lesson 2 – Numbers up to 100 with ages of family members	Module 4– Mi familia y mis amigos 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. GW : students can describe themselves and students can demonstrate an understanding of key information and						

2-Mar	A	23	Unit 2 ¿De qué color tienes los ojos? Lesson 3 - Learning how to describe hair / eye colour and using the verbs ser and tener. Lesson 4 - Consolidation of descriptions and 'ser' and 'tener'	<p>opinions from short texts. They can also produce several short exchanges in target language on familiar topics.</p> <p>BI: 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.</p> <p>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</p> <p>Grammar focus – use of estar. Using verbs in the third person.</p> <p>Historical/cultural links – 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 15th century, influenced by Italian traders who brought in masks and confetti.</p> <p>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 .</p> <p><i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p> <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Introduction to colours and numbers up to 31</td><td>Describing family members including all ages.</td><td>Using high numbers when referring to quantity.</td></tr></table>	Prior	Now	Next	Introduction to colours and numbers up to 31	Describing family members including all ages.	Using high numbers when referring to quantity.
Prior	Now	Next								
Introduction to colours and numbers up to 31	Describing family members including all ages.	Using high numbers when referring to quantity.								
9-Mar	B	24	Unit 3 ¿Cómo es? Lesson 5 – Learning to describe others, 'ser' and 'tener' in the third person Lesson 6 – consolidation + use of intensifiers. Extension - create Wanted posters.							
16-Mar	A	25	Unit 4 - ¿Cómo es tu casa o tu piso? Lesson 7 – Recall task. Describe where you live using the verb estar. Lesson 8 – Use of adjectives + agreements / opinions on different accommodation							
23-Mar	B	26	Lesson 9 - Feedback for recall task. Speaking – Autorretrato - Plan and give a presentation about yourself using all your work you have learned so far. (Pages 86-87 for support). Unit 5 - El carnaval en familia Lesson 10 - Reading skills focus - Carnival in Cadiz and using a dictionary.							
30-Mar (finish Wednesday 1 st April)	A	27	Lesson 11 – Preparation for Extended writing. Lesson 12 - Extended writing. Culture lesson – Easter in Spain							
Easter Holiday 6 weeks (12 lessons) (29 Days)										
20-Apr	B	28	Module 5 Mi ciudad (12 lessons, including ST2 Exams) Unit 1 ¿Qué hay en tu ciudad? Lesson 1 – knowing how to say what is in your town. Lesson 2 – using “a”, “some” and “many” when saying what there is in your town and write a description of it.	<p>Module 5– Mi ciudad 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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Grammar focus – the verb ir and querer, the near future tense.</p>						
27-Apr	A	29	Unit 2 ¿Qué haces en la ciudad? Lesson 3 – How to tell the time in Spanish. Lesson 4 – Consolidate learning of telling time in Spanish and Saying what you are going to do in town and when.							
4-May (Bank holiday Mon)	B	30	Unit 3 En la cafetería Lesson 5 – Introduction to food and drinks and reading a Spanish menu. Lesson 6 – Learning how to order food in a snack bar, using the verb “querer”							
11-May	A	ST2	Lesson 7 & 8 – Recall task. To be peer assessed to support revision Unit 4 ¿Qué vas a hacer?							

			Saying what you are going to do, using the near future tense Lesson 9 – use the near future tense Future time phrases + 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 . <i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i>						
18-May	B	ST2	Repaso Lesson 13 – Revise modules 1 & 2 Lesson 14 – Revise modules 3 & 4							
20-May	B	ST2	ST tracking exams and EBIs							
Half-Term 7 weeks (?? lessons) (35 Days)										
1-Jun	A	33	MIRA 1 module 4 Lesson 1 vivimos en Europa Talking about where you live Lesson 2 – ¿Como es tu casa?	Module 5– Mi ciudad 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.						
9-Jun	B	34	Lesson 3 and 4 – las habitaciones describing your room and using prepositions and – En mi dormitorio – descrbing what is in your bedroom and introducing prepositions							
16-Jun	A	35	Lesson 5 & 6 ¿ qué haces? Discuss activities you do and revisit present tense verbs including stem changing jugar and dormir	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.						
23-Jun	B	36	MIRA 1 module 5 Lesson 7 Mi tiempo libre Talking about your free time Lesson 8 – ¿Qué deportes haces? Talking about what sports you do	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						
30-Jun	A	37	MIRA 1 module 5 Lesson 9 Mi tiempo libre Talking about your free time Lesson 10 – ¿Qué deportes haces? Talking about what sports you do	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.						
7-Jul	B	38	Lesson 11 and 12– Me gusta ir al cine Revisit the use of infinitive constructions	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 . <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i>						
14-Jul	A	39	Lessons 13/14 ¿ qué vas a hacer ? Revisit the near future tense.	<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></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.
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.
(Total: 190 Days)							

* 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.