

## Year 7 Spanish. Scheme of Learning – Overview

In year 7 our curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them well now and in the future.

### Unit 1 – The basics

**About the unit:** In this unit pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately. Teachers and learners’ use of the target language is carefully considered.

Pupils develop the ability to introduce themselves, ask others about personal information and to express what activities they usually do. They begin to develop their ability to express opinions and preferences.

**No prior learning is expected but the teacher can draw upon words and facts pupils might already know about the Spanish language and Spanish speaking people and places. Some pupils might have studied Spanish at KS2 or have been exposed to the language in various ways prior to joining year 7. Where this is the case, the department and teacher would adapt this overview to ensure appropriate transition.**

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<p><u>1.1.1</u> <u>Hola ¿Qué tal?</u> ¿Cómo te llamas/se llama?</p> <p><u>1.1.2</u> <u>En clase</u></p> <p><u>1.1.3</u> <u>¿Cuántos años tienes/tiene?</u></p> <p><u>1.1.4</u> <u>¿De dónde eres/es? ¿Dónde vives/vive?</u></p>	<ul style="list-style-type: none"> <li>• Introduction to the Spanish speaking world in its diversity (cultural focus, D&amp;I)</li> <li>• Special focus on basic phonetics and transcription of sounds, particularly vowels, ll-l. Alphabet, spelling work, dictation, emphasis on some high frequency cognates (how to recognise them in listening as well as reading).</li> <li>• Classroom commands (receptive) such as: mira, escucha, repite; abre/cierra el libro/el cuaderno; mira la pizarra; silencio; levantaos/sentaos; en parejas...</li> <li>• Classroom requests: ¿puedo... abrir la ventana/ir al servicio, etc.; no tengo boli/colores/goma/mi cuaderno... And all other Target Language chunks that the teacher will expect pupils to regularly use in lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>• Greetings, responses and quantifiers: ¿qué tal? (muy) bien, mal, regular, así así...</li> <li>• Estar+mood (estoy cansado/a, enfadado/a, estresado/a, feliz...). Explain that Spanish has two verbs for “to be”, estar for mood, ser for description.</li> <li>• Numbers up to 19</li> <li>• Small selection of countries (to represent class origins plus some European countries and countries where Spanish is spoken)</li> <li>• Small selection of nationalities/languages: soy/es... hablo...; Quiero/quisiera hablar... (including the languages spoken at home)</li> <li>• Introductions: ¿Cómo te llamas? Me llamo... ¿Cuántos años tienes? Tengo ... años. ¿De dónde eres? Soy de ... ¿Dónde vives? Vivo en...</li> <li>• Introducing a third person: se llama..., tiene... años, es de..., vive en...</li> <li>• Present tense of ser, tener</li> <li>• Simple connectives/conjunctions such as: y, pero, además, también, sin embargo</li> <li>• Sounds and symbols: ñ, v, a, e, i, o, u</li> </ul>
<p><u>1.2 ¿Cuándo es tu/su cumpleaños?</u></p>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months and seasons</li> <li>• Numbers up to 31</li> <li>• ¿Cuándo es tu/su cumpleaños? Mi/su cumpleaños es el...</li> <li>• Sounds/symbols: ce-ci and ca-co-cu; cu+vowel, z</li> </ul>
<p><u>1.3 ¿Qué (no) te gusta hacer?</u></p>	<ul style="list-style-type: none"> <li>• Activities such as: bailar, nadar, hablar, jugar, practicar, cantar, tocar, comprar, leer, ver, comer, hacer, dormir, salir, ir, etc.</li> <li>• Simple connectives introduced or revisited: y, o, pero, además...</li> <li>• Simple opinions with verbs like gustar: encantar, chiflar, molar, apasionar, fastidiar, molestar followed by the infinitive (make it explicit for pupils what the infinitive is and that in Spanish there are 3 possible endings/conjugations -ar, -er, -ir: “I like <u>to eat</u>”= me gusta <u>comer</u>). Other verbs expressing simple opinions such as odio/detesto.</li> <li>• Simple justifications: porque es+adjectives (including superlatives and quantifiers) such as: aburridísimo, un rollo, irritante, genial, muy guay, fabuloso, divertidísimo, emocionante, etc.</li> <li>• Prefiero/prefieres/prefiere + infinitive</li> </ul>

	<ul style="list-style-type: none"> <li>• Revisiting and embedding practice on sounds/symbols: ce-ci and ca-co-cu; cu+vowel, z plus ll-l and vowels</li> </ul>
<u>1.4.1 ¿Qué haces cuando llueve/hace buen tiempo?</u> <u>1.4.2 ¿Qué haces en tu tiempo libre ?</u>	<ul style="list-style-type: none"> <li>• Weather expressions: hace buen/mal tiempo, hace sol/viento/calor/frío, llueve, nieva</li> <li>• Time expressions: por la mañana, por la tarde, los fines de semana, los lunes, siempre, a menudo, a veces, rara vez, casi nunca, nunca...</li> <li>• Present tense of regular verbs</li> <li>• Present tense of some irregular verbs such as ir, hacer, tener</li> <li>• Using together likes/dislikes that are followed by the infinitive AND present tense conjugated verbs to explain what we usually do</li> <li>• Cuando/si</li> <li>• Further practice on all sounds/symbols encountered so far.</li> </ul>

**Extended writing:** script for an oral presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school). There is a video lesson available in the CW guiding pupils through preparing an oral presentation in Spanish.

**Suggested Assessments:**

**Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.

**Proficiency tests:** End of unit test (listening and speaking)

## Unit 2: Family

### About the unit

In this unit pupils develop their ability to describe people and animals and express simple opinions about family members, celebrities, etc. and preferences about colours and animals.

### Prior learning

- Unit 1

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<u>2.1 Háblame de tu familia</u>	<ul style="list-style-type: none"><li>• Family members, their names and ages, what they like doing (using verbs like gustar in the third person singular followed by infinitive such as “A mi abuelo le gusta tocar la guitarra”)</li><li>• (no) hay</li><li>• Numbers up to 100</li><li>• Revisiting of all sounds/symbols covered under unit 1</li></ul>
<u>2.2.1 ¿Cómo eres?</u> ¿Cómo es tu/su personalidad? <u>2.2.2 Describe a tu madre/padre...</u> ¿Cómo es tu padre/madre/abuelo...?	<ul style="list-style-type: none"><li>• Physical description with ser: alta, baja, gorda, delgada, guapa, fea... (masculine and plural forms too)</li><li>• Physical description with tener: el pelo largo, corto, rizado, liso, rubio, moreno.../los ojos azules, verdes, grises, marrones... Emphasis on getting agreements right.</li><li>• Character description including some less obvious adjectives such as: intrépido, revoltoso, travieso, pillín, muermo, chivato... and including quantifiers and superlatives such as un poco, bastante, realmente...</li><li>• Sounds and symbols : que-qui</li></ul>
<u>2.3 ¿Qué te gusta/le gusta hacer?</u>	<ul style="list-style-type: none"><li>• what they like doing (using verbs like gustar in the third person singular followed by infinitive such as “a mi abuelo le gusta tocar la guitarra” (revisiting from unit 1)</li><li>• Sounds and symbols: ga-go-gu</li></ul>

2.4.1 ¿Tienes mascotas? ¿Cómo es tu perro/gato?	<ul style="list-style-type: none"> <li>• Pets and endangered animals from the Iberian peninsula (animales en peligro de extinción : el lobo, el búho, el lince, el oso pardo...)</li> </ul>
¿Qué animales tienes?	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Description of pets (physical and personality)</li> </ul>
<u>2.4.2 ¿Qué animales prefieres?</u>	<ul style="list-style-type: none"> <li>• Expressing preferences including justifications: mi animal favorito es.../prefiero los... porque/ya que... son+ adj. such as: cariñosos, monos, como un peluche.</li> <li>• Expressing future wishes using quiero/me gustaría/quisiera + infinitive: En el futuro quiero/quisiera tener/proteger...</li> <li>• Sounds and symbols: ge-gi – j- -gue – gui</li> </ul>

#### Extended writing answering:

- What your family is like
- Describing a member of your family including what they like doing
- What your personality is like
- What animals you would like to have in the future

#### Suggested Assessments:

##### Achievement tests:

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions.

**Proficiency tests:** End of unit test (reading and writing)

- **Unit 3: School**

### About the unit

In this unit pupils develop their ability to express preferences and justify them, to discuss their school routine including times and the facilities at their school.

### Prior learning

- Units 1-2

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<p><u>3.1.1 ¿Qué tienes los lunes?</u></p> <p><u>3.1.2 ¿Cuál es tu asignatura favorita y por qué?</u></p> <p>¿Qué asignatura (no) te gusta? ¿Por qué</p> <p>¿Qué asignaturas prefieres?</p>	<ul style="list-style-type: none"> <li>• Subjects</li> <li>• Time</li> <li>• Revision of days of the week</li> <li>• Expressing likes/dislikes and preferences and justifying them, increasing or consolidating previously learnt quantifiers, connectives, etc.</li> <li>• New descriptive vocabulary such as: útil, es un reto, terriblemente difícil, demasiado fácil, etc.</li> <li>• Simple comparisons</li> <li>• Sounds and symbols: further practice of all covered in units 1 and 2. Assessment: achievement tests.</li> </ul>
<p><u>3.2 ¿Cómo son tus profesores?</u></p>	<ul style="list-style-type: none"> <li>• Physical and character description: revisiting, further practice. Assessment: achievement tests on lexical items. Separate achievement tests on grammar: use of verb tener/ser in descriptions plus adjectival agreement</li> <li>• Development on giving personal opinions: creo que, en mi opinión, me parece, etc.</li> <li>• New required vocabulary (present tense third person singular): explica, ayuda, grita, da...</li> </ul>

<p>3.3 ¿Cómo es tu colegio ? ¿Qué hay en tu colegio/instituto? ¿Qué te gustaría?</p>	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• (no) hay</li> <li>• Me gustaría + noun: otra piscina, mejor comida, un gimnasio nuevo...</li> <li>• Sounds and symbols : n - ñ</li> </ul>
<p><u>3.4 ¿Qué vas a hacer hoy después del colegio?</u></p>	<ul style="list-style-type: none"> <li>• Times: revisiting</li> <li>• Break/co-curricular/after school activities: llegar, practicar, jugar, nadar, montar, tocar, hablar, hacer, ver, comer, beber, salir, ir, dormir...</li> <li>• Immediate future. Assessment: achievement tests (not necessarily of the whole paradigm)</li> <li>• Sounds and symbols: v-b</li> </ul>
<p><u>3.5 ¿Qué haces normalmente en el recreo/después del colegio?</u></p> <p>¿A qué hora empieza/termina el colegio/el recreo?</p> <p>¿Qué haces en el colegio cuando llueve/hace buen tiempo?</p> <p>¿Qué haces normalmente/después del colegio/los fines de semana...?</p>	<ul style="list-style-type: none"> <li>• Present tense. Revisiting and further practice. Assessment: achievement tests present tense</li> <li>• Introduction to radical changing verbs (empezar, jugar, dormir...)</li> <li>• Sounds and symbols: r- rr, plus revision and testing of all covered this unit</li> </ul>

**Extended writing answering:**

- **what is your favourite subject and why**
- **what do you think about your school**
- **what you normally do during break**
- **what are you going to do when you get home today**

**Assessment:** Achievement tests as before. **Proficiency tests:** End of unit test (reading and speaking)

## Unit 4 – Where I live

### About the unit

In this unit pupils further develop their ability to establish comparisons and express their opinions including some justification. They develop their ability to describe houses and locations and express preferences, including where they would like to live in the future.

### Prior learning

- Units 1-3

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<u>4.1 ¿Dónde vives?</u>	<ul style="list-style-type: none"><li>• Key locations: costa, montaña, ciudad, campo, etc.</li><li>• Points of compass</li><li>• Verb estar in the present (revisited from unit 1). Estar for location as well as for “mood”</li><li>• Vivir in the present tense</li><li>• Expressing preference and justifying it (some new vocabulary will be required for the justifications): prefiero/me gusta vivir en el campo/la ciudad porque es tranquilo/hay muchas cosas que hacer</li><li>• Sounds and symbols: further practice of all covered so far.</li></ul>
<u>4.2 ¿Cómo es tu casa?</u>	<ul style="list-style-type: none"><li>• Types of house: piso, apartamento, casa adosada, granja, etc.</li><li>• General description of housing: grande, pequeña, cómoda, moderna, antigua...</li><li>• Rooms of the house</li><li>• Sounds and symbols: silent h</li></ul>
<u>4.3 ¿Qué hay en tu dormitorio/habitación?</u>	<ul style="list-style-type: none"><li>• Simple items of furniture: silla, mesa, cama, lámpara, ventana, puerta</li><li>• Adverbs and prepositions of place</li><li>• (no) hay (revisiting)</li></ul>



	<ul style="list-style-type: none"> <li>• Further practice of sounds and symbols identified as in need of further practice by previous assessments</li> </ul>
<p>4.4.1 <u>¿Qué hay en tu pueblo/ciudad/zona?</u></p> <p>4.4.2 <u>¿Qué se puede hacer donde vives ?</u></p>	<ul style="list-style-type: none"> <li>• (no) hay (revisiting). Assessment: achievement tests.</li> <li>• Town facilities: supermercado, iglesia, colegio, piscina, parque, polideportivo, tiendas, estación, transporte público, etc.</li> <li>• En mi pueblo me gustaría tener + noun: otra piscina, mejor transporte público, un gimnasio nuevo...</li> <li>• (no) se puede + inf.</li> <li>• Further practice of sounds and symbols identified as in need of further practice by previous assessments</li> </ul>
<p>4.5.1 <u>¿Te gusta vivir aquí ?</u></p> <p>4.5.2 <u>¿Dónde te gustaría vivir en el futuro?</u></p>	<ul style="list-style-type: none"> <li>• Expressing preference using “quiero/quisiera/me gustaría” + infinitive to express future wishes</li> <li>• Developing justifications including comparisons: porque, puesto que... es/hay más/menos...</li> <li>• Some new vocabulary that might be required: ruido, polución, atascos, problemas de aparcamiento, oportunidades, trabajo, actividad, aire puro, naturaleza, etc.</li> <li>• Further practice of sounds and symbols identified as in need of further practice by previous assessments. Achievement tests.</li> </ul>

**Extended writing answering:**

- **where you live (house+area)**
- **where you would like to live in the future and why**

**Suggested Assessments:**

**Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils’ accuracy in production, expressing future wishes with infinitive constructions.

**Proficiency tests:** End of unit test (listening and writing). **End of Year Assessments (listening, reading and writing):** **mandatory for all Academies.**