

## Year 7 - Yearly overview

### Subject: SPANISH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Prior knowledge:</b>	<b>Prior knowledge:</b>	<b>Prior knowledge:</b>	<b>Prior knowledge:</b>	<b>Prior knowledge:</b>	<b>Prior knowledge:</b>
Previously students have studied French or Spanish in a limited range of contexts in their primary schools as part of the NC.	From the introduction to the theme 'Me presento', students have covered the following key points: <ul style="list-style-type: none"> <li>Classroom language/instructions</li> <li>Unlocking Languages</li> <li>The alphabet</li> <li>Greetings and farewells</li> <li>Personal introduction</li> <li>Greetings/Farewells</li> <li>Describing character and personality</li> <li>Numbers 1-15 and age</li> </ul>	Students have completed studying the theme 'I introduce myself'. Which has been widely focused on the use of the first-person pronoun conjugations in present tense with verbs such as 'to have' and 'to be' to express personal information. They have also been exposed to second- and third-persons conjugations to be able to recognise information and analyse texts.	In Term 3 we began the study of the theme 'My family and friends' which has covered the following key points: <ul style="list-style-type: none"> <li>Talking about family members</li> <li>Describing Hair and eyes colour</li> <li>Saying what other people look like</li> <li>Verbs conjugations, exposure to all pronouns.</li> <li>Opinions and reasons</li> </ul>	Students completed studying the theme 'My family and friends'. Developing further the use of the verbs 'to be' 'to have' and 'to live', as well as the knowledge of basic grammatical structures. Previous term, students learnt to describe where they live (house, town, and city) and planned to give a speaking presentation, key preparation for their speaking assessment.	Previous term students began studying the theme 'My school life' learning about school subjects, teachers, timetable, classroom items and facilities. And using 'porque' to give reasons to opinions focused on gender and number agreements. Information that is linked grammatically and in context to what has been learned from Term 1.
<b>Current knowledge:</b>	<b>Current knowledge:</b>	<b>Current knowledge:</b>	<b>Current knowledge:</b>	<b>Current knowledge:</b>	<b>Current knowledge:</b>
<b>'Me presento'</b>  This term students will be introduced to the	As part of the first unit of study, students will continue and conclude with the following: - Talking about siblings using the correct	<b>'Mi familia y amigos'</b>  This term students will study the topic 'My family and friends'. As a connection in content	Students will carry on studying the theme 'My family and friends'. Developing further the use of the verbs 'to be' and 'to live'.	<b>'Mi insti - instituto'</b>  The next two terms students will study the theme 'My school life'	Students will continue and complete studying the theme 'My school.' - Describing further school premises focused on the use of

<p>following key content in order to be able to talk about themselves:</p> <ul style="list-style-type: none"> <li>- To use classroom phrases and understand instructions in the target language.</li> <li>- To recognize vocabulary effortlessly through the knowledge of Cognates and Near cognates.</li> <li>- Use the phonics of the alphabet to spell one's own name and other words.</li> <li>- Learn to greet and say goodbye in Spanish.</li> <li>- To ask and answer basic questions when introducing oneself and others.</li> <li>- To conjugate LLAMARSE, SER, VIVIR and TENER to give personal information.</li> <li>- Using a wide variety of adjectives give a character and personality description</li> <li>- To use numbers 1 to 15 to talk about age.</li> </ul>	<p>indefinite article and gender agreement.</p> <ul style="list-style-type: none"> <li>- To use number 1 to 31, months, and days of the week to talk about age, birthdays, and dates.</li> <li>- Talking about pets and colours – use of verb ‘tener’ with adjectives in a wider view and in relation to word gender.</li> <li>- To recognise nouns, definite and indefinite articles, gender (masculine, feminine), number (singular, plurals) agreements</li> <li>- To write short sentences and paragraphs with correct spellings.</li> <li>- General pronunciation and intonation (Spanish phonology) of the alphabet, focused on vowels ‘a, e, i, o, u’ and on the letters ‘ñ, ll, h, c, z, j, g, q, v, r’.</li> <li>- Basic opinions structures ‘me gusta + infinitives’</li> <li>- Christmas in Spanish speaking countries.</li> <li>- End of module assessment (focused on</li> </ul>	<p>with the previous topic. This theme develops further the use of the verbs ‘to have’ and ‘to be’ in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> persons in singular and 1<sup>st</sup> person in plural conjugations. Through the following key content:</p> <ul style="list-style-type: none"> <li>- Describing family members using possessive adjectives.</li> <li>- Describing hair and eyes colour using the verbs ‘ser’ and ‘tener’.</li> <li>- To give a detailed character and physical description of their own and someone else.</li> <li>- Saying what other people look like using verbs in third person.</li> <li>- Verbs conjugations, exposure to all pronouns.</li> <li>- To form sentences giving basic opinions and reasons.</li> <li>- To ask and answer questions about oneself and others.</li> <li>- To use classroom language in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>- Describing a family house using the verb ‘haber’ stressing the use of articles.</li> <li>- Describing a town or city using articles in singular and plural.</li> <li>- Describing a holiday home using comparatives.</li> <li>- Asking for and giving directions using the imperative.</li> <li>- Planning and giving a personal speaking presentation.</li> <li>- To develop vocabulary learning methods (how to learn more new words for effective retrieval).</li> <li>- To produce sentences, short paragraphs, applying gender-number agreements and word order in simple contexts.</li> <li>- Pronunciation and intonation (Spanish phonology) focused on simple and compound syllables of the letters ‘ll, h, v-b, j, c’</li> </ul>	<p>and will learn the following content:</p> <ul style="list-style-type: none"> <li>- School subjects using the verb ‘estudiar’ in singular and plural.</li> <li>- School timetable and preferences, focused on the use of definite article ‘the’.</li> <li>- Giving opinions about school subjects and teachers, focused on gender and number agreements.</li> <li>- Justify opinions using ‘porque’ and a wide variety of adjectives.</li> <li>- Talk about school premises using indefinite articles ‘a’ and ‘some’.</li> <li>- To use greater amount of classroom language in the target language.</li> </ul>	<p>definite and indefinite articles.</p> <ul style="list-style-type: none"> <li>- Talking about break time using ‘ar’ and ‘ir’ verbs.</li> <li>- Understanding details about school using predictions as listening strategies.</li> <li>- Planning and giving a presentation about school.</li> <li>- To give and justify opinions in singular and plural forms about school life.</li> <li>- To understand and apply adjectival agreement and word order correctly</li> <li>- To be able to make simple comparisons on the study subject.</li> <li>- Pronunciation and intonation (Spanish phonology) focused on simple and compound syllables of the letters ‘g, f, j, ñ, ll’</li> <li>- End of year assessments (focused on writing, grammar, translation and listening)</li> </ul>
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	reading, translation, grammar and writing skills).		- End of module assessment (focused on listening and speaking skills).		
<b>Future knowledge:</b>	<b>Future knowledge:</b>	<b>Future knowledge:</b>	<b>Future knowledge:</b>	<b>Future knowledge:</b>	<b>Future knowledge:</b>
The knowledge in Term 1 links into the ability to use a range of key vocabulary to be able to introduce oneself and greet others in Spanish. In Term 2 students will develop the following topics: <ul style="list-style-type: none"> <li>• Birthday</li> <li>• Numbers 16 to 31</li> <li>• Siblings</li> <li>• Months and Dates</li> <li>• Days of the week</li> <li>• Pets and colours</li> </ul>	The skills learnt in Term 1 and 2 are developed and consolidated in the following two terms as students continue the study of the topic 'My family and friends'. Which is linked to the idea that students can talk about themselves and others. In this way, students will be able to expand their vocabulary, grammatical knowledge, and pronunciation to be able to talk about friends and family.	Students will continue and complete the study of the module 'My family and friends'. This will link into the study and description of: <ul style="list-style-type: none"> <li>• Family house</li> <li>• The town or city</li> <li>• Holiday home</li> <li>• Asking for and giving directions.</li> </ul>	The themes learned in the first 4 terms provide a good bridge to introduce the topic 'My school', which focuses on developing descriptions of life at school, subjects, teachers, classroom equipment, facilities, break time and daily routines. In order to learn to talk about widely of their life and surrounding.	The next term focusses on complete the study of the module "My school life" which is linked into the study of 'break time' related to topics such as food, sports, use of mobile in a basis approach and the use of 'sequencers' to be able to organise information accordingly. And understanding details about school using predictions as listening strategies.	The three modules studied throughout the school year creates a strong foundation for the GCSE Themes and the units that will be covered in year 8. Students will learn and develop in Present Tense the theme 'My free time'. Students will receive a transition booklet to prepare them for next school year.