

**SPANISH**
**YEAR 7 – CURRENTLY IN REVIEW TO ADAPT TO UPCOMING CHANGES TO GCSE SPECIFICATIONS**

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
<b>Half Term 1</b>	Introductions	Getting to know the Spanish speaking countries of the world Greeting people and introducing yourself Spelling your name Learn about different Spanish letters Learn about different names and surnames (two surnames) in Hispanic world Say and write numbers 1-31 Age, birthdays and dates Use numbers 1st to 31st	Understanding adjectives and word order Subject pronouns usted/ustedes using 'llamarse', understanding verb endings Introducing the verb 'tener' in the present tense Using a variety of question words Phonics: identifying and pronouncing vowel sounds Phonics: distinguishing consonants clearly and pronouncing them correctly Phonics: CE/CI and GE/GI soft sounds Phonics: CA/CO/CU and GA/GO/GU hard sounds	To feel confident using and understanding target language in the classroom and to be able to communicate basic personal information	Exploit links with second MFL Spelling Bee Birthday survey Maths puzzles, bingo Months – Spanish poem Fiestas calendar and research
<b>Half Term 2</b>	My bubble	Names of colours Poetry using colours – El hombre de color Likes/dislikes Opinions and making your sentences longer School bag items Numbers from 31 – 100; (p30-31)	Adjectives Verb 'ser' Extending sentences with conjunctions Adjective agreement the indefinite article (un/una) the definite article (el/la); forming plurals of nouns forming plurals of articles Using 'tener' and 'hay' in the present tense	To be able to give basic information about self	Exploit links with second MFL Spelling Bee Competition Poem – El hombre de color Colour by numbers – Picasso
<b>Half Term 3</b>	Family and Pets	Talking about brothers and sisters Talking about families Talking about pets	Possessive adjectives Connectives using cognates The relative pronoun que Adjective endings Phonics: 'rr', 'r' (El perro de San Roque no tiene rabo) Phonics: revisit CE/CI and GE/GI soft sounds (e.g. gerbo) Phonics: revisit CA/CO/CU and GA/GO/GU hard sounds (e.g. gato)	To be able to talk about family and pets	Exploit links with second MFL Introduce Spanish Royal Family Poem – El gallo despertador Kikiriki
<b>Half Term 4</b>	Descriptions	Physical descriptions Personality Learn about different famous Hispanic personalities/celebrities Talking about hobbies	Using the verb 'tener' in the present tense Learning irregular verbs Adverbs of frequency Using quantifiers Using the regular present tense	To be able to give descriptions of self and others	Exploit links with second MFL
<b>Half Term 5</b>	Free Time	Talking about hobbies Talking about sports Giving detailed opinions about sports	Using the regular present tense Using verbs in full Learning the verbs 'jugar' and 'hacer' Using impersonal verbs Use of jugar and practicar in the present tense · 'al' and 'a la' · Opinions with infinitives Phonics: silent 'H' and 'J' sounds Phonics: revision of vowel sounds for dictation	To be able to talk about hobbies and sports	Exploit links with second MFL
<b>Half Term 6</b>	Free Time	Discussing weather Learn about different famous Hispanic musicians Comparing celebrity profiles on social media	Using cognates to increase vocabulary Using 'if' and 'when' constructions Using 'que' to make longer sentences Using comparatives 'más' and 'menos' Phonics: 'v' and 'b'	To be able to talk about musicians and celebrities	Exploit links with second MFL Weather song International Fortnight Project

**SPANISH**
**YEAR 8 – CURRENTLY IN REVIEW TO ADAPT TO UPCOMING CHANGES TO GCSE SPECIFICATIONS**

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
<b>Half Term 1</b>	Where I live	Talking about the area where you live Describing types of house Describing rooms in the house Describing your bedroom Describing your dream home	Using 'es' and 'está' Using the verb 'vivir' Using the definite article Detailed look and practise of present tense formation Revision of using 'hay' and 'tiene' Using prepositions of place with 'estar' Using basic conditional expressions Phonics: v/b Phonics: revision of spanish vowel sounds	To be able to talk about the area where you live	Exploit links with second MFL Tourist board videos – Andalucia Interactive maps Gaudi Houses
<b>Half Term 2</b>	Where I live	Describing household tasks Talking about places in town Describing where you go in town	Asking questions effectively Using adverbs of frequency Using hay with singular and plural nouns Use of 'tener que' Using ir in the present tense Phonics: ce/ci	To be able to talk about your town	Exploit links with second MFL Fairy stories in Spanish
<b>Half Term 3</b>	In my city	Discussing plans for the weekend Comparing rural and urban environments Describing how areas have changed over time	Forming the near future Using the comparatives tan and tan...como Using some key expressions in the imperfect tense Forming the Imperfect tense	To describe areas and discuss weekend plans	Exploit links with second MFL
<b>Half Term 4</b>	My school	Talking about school subjects Giving more detailed opinions about school subjects Describing a timetable in a Spanish school Describing your school environment Talking about extracurricular activities	Using the verb estudiar Using exclamations with ¡qué...! Telling the time Using se puede and se debe Using antes de and después de Phonics: t	To be able to talk about school life	Exploit links with second MFL Time dominoes
<b>Half Term 5</b>	My plans	Discussing future plans Talking about what you eat and drink Giving opinions on food and drink	Using future expressions Forming the near future tense Using the verbs comer and beber Forming negative expressions (!) Phonics: shorter vowel sounds (como poco coco como, poco coco compro)	To be able to talk about future plans and food and drink	Exploit links with second MFL
<b>Half Term 6</b>	Diet and health	Ordering food in a restaurant Discussing what makes a healthy diet Saying what parts of the body are hurting Discussing health problems and treatments	Using tú and usted Using mucho and poco Using the verb doler in the present tense Using the imperative	To be able to talk about healthy lifestyles	Exploit links with second MFL Act out a restaurant scene Recipes for traditional Hispnaic food Las Tapas Group Projects

**SPANISH**
**YEAR 9 – CURRENTLY IN REVIEW TO ADAPT TO UPCOMING CHANGES TO GCSE SPECIFICATIONS**

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
<b>Half Term 1</b>	Clothing and fashion	To say what you wear normally and what you like wearing To describe clothes in detail To ask for clothes in a shop To ask and state prices To compare items and express preferences To say what you are going to wear Buying clothes/a present; saying whether it is little, very or too expensive, large etc.	Using the present tense Revision of adjective agreement Using Comparatives Using Superlatives Using demonstrative adjectives - Este/a/ese/a/aquel/aquella Revision of near future tense Use of Lo/la/los/las and Un/una/unos/unas when referring to clothes	Being able to describe and talk about clothing and fashion using different tenses, justified opinions and comparisons.	Exploit links with second MFL. Translation Bee.
<b>Half Term 2</b>	Sports	Being able to say what sports they do Being able to say what sports they like/dislike/prefer	Using jugar and practicar in the present tense Using contractions such as 'al' and 'a la' Using more complex opinions with infinitives	Being able to talk about different sports using complex opinions and justifications.	Exploit links with second MFL. Translation Bee.
<b>Half Term 3</b>	Freetime	saying what they do in their free time and how often giving detailed opinions giving opinions of the internet and websites saying what kinds of television programs and films they do/don't like Describing film and books saying what they are going to do	Revision of the present tense Using stem changing verbs (preferir/jugar/repetir) Using Irregular verbs Introduction of the present participle Revision of adjective agreement Using quantifiers - Poco/mucho/suficiente/demasiado Near future tense revision Using the simple future tense (¿Qué harás mañana?)	Being able to talk about different hobbies and pastimes, having a greater cultural awareness of Hispanic culture and pastimes including films.	Exploit links with second MFL. Translation Bee. Drama and Music – looking at film and film music reviews. Link to Y9 Film Music project? Design film poster with information in Spanish.
<b>Half Term 4</b>	Food	saying when and where they eat saying what they eat and drink talking about ingredients of meals being able to compare what people eat in Spain and the UK being able to talk about a meal they had in the past	Using the verb 'Soler' Using adjectives Using comparatives and superlatives Using 'se come' and 'se bebe' Using 'tanto/tanta/tantos/tantas' Using the preterite tense	Being able to talk in detail about food and drink, including comparisons between British and Hispanic Foods, having a greater cultural awareness of Hispanic gastronomy.	Exploit links with second MFL. Masterchef competition.
<b>Half Term 5</b>	Transport & Travel	talking about means of transport saying how they prefer to travel asking about train arrival and departure times being able to buy train tickets saying how they normally travel explaining transport problems	Revision of adjective agreement Using ordinal numbers Using the present continuous Using the preterite tense (regular verbs)	Being able to talk about different forms of transport using opinions and different tenses.	Exploit links with second MFL.
<b>Half Term 6</b>	Holidays & Travel	saying where they went, when and how saying with whom they went and for how long describing the journey saying what they did when they got there saying where they would like to go on holiday in the future and why To be able to describe a future holiday and what they will do	Using the preterite tense (regular and irregular verbs) Understanding and using question words and accents Using the Conditional tense Using the Near future Using the Simple Future tense (regular and irregular stems)	Being able to talk about their holidays using three different tenses and complex justified opinions, having a greater cultural awareness of Hispanic countries, festivals and customs.	Exploit links with second MFL. Cross-curricular international fortnight – project to be designed this year - Magazine or News and Travel Channel project.