			Year 7 Overview 2024-25 -	- Spanish
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
			8 weeks (20 Lessons)	(38Days)
Tues 2-Sep		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.	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
0.6	Α	2	Lesson 3 - saying how you are feeling, giving and asking names	of key information and opinions from short texts. <b>BI:</b> students can talk about other people using other subject pronouns (he, she, we form); and agree adjectives and
9-Sep	D	2	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	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.
16-Sep*	В	3	writing on personality  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.	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 Spanish speaking countries in south America, Columbus was Spanish and discovered America.
23-Sep	A	4	Culture lesson – About Spain/ Key facts Unit 4 – ¿Cuándo es tu cumpleaños? Lesson 9 – Introduction to numbers and months. Lesson 10 – Giving details about birthdays	• 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.
30-Sep	В	5	and dates.  Lesson 11 – Revising phonics. Introduction to the Spanish alphabet.  Unit 5 – ¿Tienes mascotas?  Lesson 12 - Phonics – r/ rr. Knowing how	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 cerebal palsy day
7-Oct	A B	6	to say what pets you have.  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.	Prior (Y6) Current (Y7) Next (Y8)  Basic vocabulary Using basic Using for numbers vocabulary in a vocabulary in and colours. short sentence. more extended
14-Oct	A	7	Module 2 Mi tiempo libre (8 weeks,20 lessons including ST Exams) Unit 1 ¿Qué te gusta hacer? Feedback of writing Lesson 1 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	sentences to give details about yourself and family.
21-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  Lesson 5 - Further 'AR' verb practice.	Jaccone) (24 Dave)
naii-Term			/ weeks (1/	lessons) (34 Days)

4-Nov			Unit 3 ¿Qué haces cuando llueve?	Module 2 – Mi tiempo libre
			<b>Lesson 6</b> – Recall task. Knowing how to	Students will learn how to communicate and
			talk about the weather.	understand simple details on free time and
	Α	9	<b>Lesson 7</b> – Introduction to seasons and	communicate simple opinions about varied activities,
			using cuando.	including what they do if the weather is good/ bad.
11-Nov			Lesson 8 – Feedback for recall task.	They begin to look at verb patterns for ar verbs. They
			Speaking task - weather reports	will also start to develop more of an understanding
			Unit 4 ¿Qué deportes haces?	about cultural aspects of Spain, particularly at
			Lesson 9 – Knowing how to talk about	Christmas time.
	В	10	sports you do using jugar and hacer.	
			<b>Lesson 10</b> – Revise days of week + sports.	Key Focuses: Module 2
18-Nov			Repaso Repaso	<b>GW:</b> students can express likes and dislikes of sports
	Α		<b>Lesson 11</b> – Revise for ST1	and free time activities and they can also produce
		11	Lesson 12 – Revise for ST1.	several short exchanges in target language on familiar
25-Nov			Lesson 13, 14 & 15	topics.
	В	ST1	exams – listening, reading & translation	BI: students can talk about other people using other
			Feedback and EBIs	subject pronouns (he, she, we form) with a variety of
2-Dec			Unit 5 ¿Eres fanático?	"ar" verbs
			<b>Lesson 18</b> -Writing skills lesson, preparing	EW: use of connectives and opinions to express
			a paragraph about what you do in your	preferences and students can understand information
			free time.	from a variety of short and longer texts and can
			Lesson 19 - Focus on reading skills (free	recognise opinions and can work out meanings of
	Α		time focus) and translation skills.	texts in unfamiliar contexts.
		ST1	, , , , , , , , , , , , , , , , , , , ,	
9-Dec	В	14	Lesson 20 -Extended writing task.	Grammar focus – ar verbs in the present tense.
3 200		1-7		Introduction to hacer. Opinion phrases.
16-Dec			Christmas in Spain	
10-Dec			Lesson 1 - Feedback for extended	Historical/cultural links – why literal translations do
			writing.	not work. More Spanish speaking countries in latin
			Culture lesson – Christmas in Spain.	America (peru, Bolivia, Chile, Argentina). Climate in
			Textbook p48-51 - Quizzes and	Spain and different Spanish speaking countries. At
			Kahoots/Blookets to recap vocabulary.	Christmas the 3 kings deliver presents on 6 <sup>th</sup> January.
			Lesson 2 – Link in vocabulary for other	
			celebrations. Give simple details about	Equality Diversity and Inclusion: Students are
			what you do for a special celebration.	presented with a diverse diet of representatives from
			what you do for a special celebration.	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.
				Mens health awareness month/disability confident month
				1/11 Diwali 12/11 Remembrance Sunday
				13/11-19/11 Transgender awareness week
				14/11 World Diabetes Day
				1/12 World AIDS day
				25/12 Christmas Day
				Drien New New
				Prior Now Next
				High frequency Introduction to ar Using ar verbs in
				verbs in the I verbs in the all tenses and to
	.			form. present tense. communicate
	Α			details of others.
01.1.		15	C	O Dove)
Christmas Holio	day	I	6 weeks (15 lessons) (3	
	1	1	Module 3 Mi insti ( 6weeks, 15	Module 3 – Mi insti
			lessons)	Students will learn how to communicate and understand simple details about school life, including school subjects,
			Unit 1 Qué estudias?	teachers, facilities, break time and opinions. They begin to
			Lesson 1 - knowing school subjects	look at verb patterns for er and ir verbs and use the we form
			and using the "we" form	of estudiar. They will also start to develop more of an
			<b>Lesson 2</b> – my favourite day + subjects	understanding about cultural aspects of Spain, particularly
6-Jan	В	1	Lesson 3 - Revising use of "ar" verbs focusing	with regards to how the school day is different.

**Lesson 3** – Revising use of "ar" verbs, focusing

6-Jan

16

on "we" forms.

with regards to how the school day is different.

Ì			Unit 2 :To guston les signaises?	GW: students car	avnrace likae and	d dislikes of schoo	ı
			Unit 2 ¿Te gustan las ciencias?			e an understandin	
			Lesson 4- Giving opinions on subjects			ort texts. They car	
			Opinions + definite article		short exchanges in	n target language	on
	_		<b>Lesson 5</b> - Adjectival agreements.	familiar topics.			
40.	Α		Giving reasons for opinions on		•	eople using other a variety of 'er', 'ir	-
13-Jan		17	subjects using es/ son.			main points and o	
			Unit 3 ¿Qué hay en tu insti?			hey can also prod	
			<b>Lesson 6</b> - describing your school –		•	ons from familiar	
			adjectives and facilities.			opinions to expres	
			<b>Lesson 7</b> – Recall task. Consolidation		Additionally, stud	ents can produce	and
			of facilities, and using adjectives to	write short texts.			
			describe them.	Grammar focus -	er and ir verbs		
	В		<b>Lesson 8</b> – Design a school and write a	Granina locus	er and it verbs.		
20-Jan	-	18	description of it.	Historical/cultur	al links – Spanish	school day and ho	w the
			Unit 4 - Durante el recreo			g. go to bed and e	
			Lesson 9 - Feedback for recall task.	night- due to the	heat and siestas)	and typical snack	S.
			Talking about activities at breaktime	5		St	
			using "er" and "ir" verbs.			Students are prese	entea
			<b>Lesson 10</b> - practice of present tense		et of representa	world. Students l	ook at
27 lan	Α	10	of all persons of 'er' and 'ir' verbs.			England, Spain an	
27-Jan		19	· · · · · · · · · · · · · · · · · · ·	Hispanic countrie			-
			Unit 5 - ¿Te gusta tu instituto?	LGBT+ History mon			
			<b>Lesson 11</b> - Focus on listening skills -	27/1 Holocaust me	morial day		
			Understanding details and using	1/2 World Hijab Da	v		
			prediction skills.		, mental health wee	k.	
			<b>Lesson 12</b> - Speaking task – A general	7/2 Safer internet o	•		
			conversation about school, try to	10/2 Chinese New 1	Now	Next	1
			perform/ present in pairs without	Prior	NOW	Next	
			books -teacher circulates to listen and	High frequency	Introduction to	Using all verb	
			assess.	verbs in the I	er and ir verbs	forms in 3	
			Unit –6 – ¿Cómo es tu insti?	form.	in the present	tenses and to	
			<b>Lesson 13</b> - Focus on writing skills,		tense.	communicate	
3-Feb	В		preparing for the extended writing			details of others	5
		20	task.				
			44.4				
		20	Lesson 14 - Extended writing task				
		20	Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research				
			Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in				
			Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking				
10-Eeh	A		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg				
10-Feb	А	21	Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support	Days)			
Half-Term	А		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24		milia y mis amigo	is.	
	A		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  Module 4 Mi familia y mis amigos (7	Module 4– Mi fa	milia y mis amigo n how to commu	i <mark>s</mark> nicate and unders	tand
Half-Term	A		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  Module 4 Mi familia y mis amigos (7 weeks, 17 lessons)	Module 4- Mi fa Students will lear simple details ab	n how to commu out their family a	nicate and unders nd where they live	<u>,</u>
Half-Term	А		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  Module 4 Mi familia y mis amigos (7 weeks, 17 lessons) Unit 1 ¿Cuántas personas hay en tu	Module 4- Mi fa Students will lear simple details ab including descrip	n how to commu out their family a tions, ages, locati	nicate and unders nd where they live on and style of the	e, eir
Half-Term	А		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  Module 4 Mi familia y mis amigos (7 weeks, 17 lessons) Unit 1 ¿Cuántas personas hay en tu familia?	Module 4- Mi fa Students will lear simple details ab- including descrip home. They begin	n how to commu out their family a tions, ages, locati n using verbs in th	nicate and unders nd where they live on and style of the ne third person an	e, eir d are
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Half-Term	А		Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  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 fa Students will lear simple details ab including descrip home. They begin introduced to the will also start to a cultural aspects of celebrations.	n how to commu out their family an tions, ages, location ousing verbs in the edifferences betweed develop more of a of Spain, particula on describe themse anderstanding of	nicate and unders nd where they live on and style of the ne third person an yeen ser and estar in understanding a rly with regards to elves and students key information a	e, eir d are . They about o carnival
Half-Term		21	Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  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 Lesson 3 – Create a family tree, giving names and ages. Unit 2 ¿De qué color tienes los ojos?	Module 4- Mi fa Students will lear simple details ab including descrip home. They begin introduced to the will also start to a cultural aspects of celebrations.  GW: students can demonstrate and opinions from sh	In how to communications, ages, locations, ages, location using verbs in the differences between more of a formal of Spain, particulant describe themse understanding of cort texts. They ca	nicate and unders nd where they live on and style of the ne third person an yeen ser and estar in understanding a rly with regards to elves and students key information a in also produce se	e, eir d are : They about o carnival : can nd veral
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Half-Term 25-Feb		21	Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  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 Lesson 3 - Create a family tree, giving names and ages.  Unit 2 ¿De qué color tienes los ojos? Lesson 4 - Learning how to describe hair / eye colour and using the verbs ser and tener.	Module 4- Mi fa Students will lear simple details ab- including descrip home. They begin introduced to the will also start to ocultural aspects ocultural as	In how to communications, ages, locations, ages, location using verbs in the differences between the develop more of a sof Spain, particulation describe themse funderstanding of cort texts. They can target language describe other pee, we form) with its contractions.	nicate and unders nd where they live on and style of the ne third person an yeen ser and estar in understanding a rly with regards to elves and students key information a in also produce se e on familiar topics	e, eir d are . They about o carnival can nd veral s. ubject high
Half-Term 25-Feb		21	Lesson 14 - Extended writing task Lesson 15 - Culture lesson – research the differences between school in Spain and / or other Spanish speaking countries and Great Britain MIRA 1 Pg 36 can support  5 weeks (lessons) (24  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 Lesson 3 - Create a family tree, giving names and ages.  Unit 2 ¿De qué color tienes los ojos? Lesson 4 - Learning how to describe hair / eye colour and using the verbs ser and	Module 4- Mi fa Students will lear simple details ab- including descrip home. They begin introduced to the will also start to ocultural aspects ocultural as	In how to communications, ages, locations, ages, location using verbs in the differences between the develop more of a sof Spain, particulation describe themse funderstanding of cort texts. They can target language describe other pee, we form) with its contractions.	nicate and unders and where they live on and style of the set third person and extern understanding a rly with regards to elves and students key information a sin also produce set on familiar topics ople using other stregular and some e) and they can tr	e, eir d are . They about o carnival can nd veral s. ubject high

10-Mar  17-Mar  24-Mar	B	24	Unit 3 ¿Cómo es?  Lesson 6 – Learning to describe others, 'ser' and 'tener' in the third person  Lesson 7 – consolidation + use of intensifiers.  Lesson 8 – Wanted posters.  Unit 4 - ¿Cómo es tu casa o tu piso?  Lesson 9 – Recall task.  Describe where you live using the verb estar.  Lesson 10 – Use of adjectives + agreements / opinions on different accommodation  Easter in Spain  Lesson 11 - 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 12- Reading skills focus - Carnival in Cadiz and using a	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 – use of estar. Using verbs in the third person.  Historical/cultural links – Spanish celebrities and towns. More Spanish people live in flats than houses, traditional white villages – due to the heat. Carnaval in Cadiz dates back to 15 <sup>th</sup> century, influenced by Italian traders who brought in masks and confetti.  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.  Women's history month Ramadhan begins 1/3 21/3 World Down Syndrome day 31/3 Transgender day of visibility		
			dictionary.	Prior	Now	Next
	В	26	<b>Lesson 13-</b> Prepare for extended writing.	Introduction to colours and numbers up to 3	Describing family members 1 including all ages	numbers when
31-Mar	_					quantity.
	Α	27	Lesson 14 – Extended writing.  Lesson 15 - Culture lesson – Easter in Spain			
Easter Holiday		T	6 weeks (15 lessons) (29			
15-Apr	A		Module 5 Mi cuidad (20 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.  Lesson 3 – Design a town and write a	simple details about at what time, food doing in the future verb ir to communand near future te changing verbs. Thunderstanding about at the changing about the chang	how to communica ut their town, includ available in cafes, w and their opinions.	ing where they go and what they plan on They begin using the thers in the present frequency stem develop more of an
22-Apr		27	description of it.	with regards to foo	od.	
·			description of it.  Unit 2 ¿Qué haces en la ciudad?  Lesson 4 – How to tell the time in Spanish.  Lesson 5 – Consolidate learning of telling time in Spanish.  Lesson 6 – Saying what you are going to	GW: students can students can demo opinions from short short exchanges in BI: students can de	describe what is in to onstrate an understa rt texts. They can also target language on escribe where they a	nding of time and so produce several familiar topics. nd other people go
	В	27	Unit 2 ¿Qué haces en la ciudad?  Lesson 4 – How to tell the time in Spanish.  Lesson 5 – Consolidate learning of telling time in Spanish.  Lesson 6 – Saying what you are going to do in town and when.	GW: students can students can demo opinions from short short exchanges in BI: students can deusing the verb ir an	describe what is in to constrate an understant tet texts. They can also target language on escribe where they and they can translate	nding of time and so produce several familiar topics. nd other people go
29-Apr		28	Unit 2 ¿Qué haces en la ciudad? Lesson 4 – How to tell the time in Spanish. Lesson 5 – Consolidate learning of telling time in Spanish. Lesson 6 – Saying what you are going to do in town and when. Unit 3 En la cafeteria Lesson 11 – Introduction to food and drinks and reading a Spanish menu. Lesson 12 – Learning how to order food	GW: students can students can demo opinions from short exchanges in BI: students can de using the verb ir ar with some degree EW: Able to consist and students can ushort and longer to	describe what is in tonstrate an understant texts. They can also target language on escribe where they and they can translate of accuracy.	nding of time and so produce several familiar topics. nd other people go e simple sentences res in written work ion from a variety of se opinions and can
29-Apr	В		Unit 2 ¿Qué haces en la ciudad? Lesson 4 – How to tell the time in Spanish. Lesson 5 – Consolidate learning of telling time in Spanish. Lesson 6 – Saying what you are going to do in town and when. Unit 3 En la cafeteria 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"	GW: students can students can demo opinions from short exchanges in BI: students can define using the verb ir are with some degree EW: Able to consist and students can ushort and longer to work out meaning.	describe what is in tonstrate an understart texts. They can also target language on escribe where they and they can translate of accuracy. tently agree adjection understand informatexts and can recogni	nding of time and so produce several familiar topics. nd other people go e simple sentences res in written work ion from a variety of se opinions and can ar contexts
	А	28	Unit 2 ¿Qué haces en la ciudad? Lesson 4 – How to tell the time in Spanish. Lesson 5 – Consolidate learning of telling time in Spanish. Lesson 6 – Saying what you are going to do in town and when. Unit 3 En la cafeteria Lesson 11 – Introduction to food and drinks and reading a Spanish menu. Lesson 12 – Learning how to order food	GW: students can students can demo opinions from short short exchanges in BI: students can define using the verb ir are with some degree EW: Able to consist and students can ushort and longer to work out meaning:  Grammar focus — tense.  Historical/cultural	describe what is in tonstrate an understart texts. They can also target language on escribe where they and they can translate of accuracy, tently agree adjection and they can recognist of texts and can recognist of texts in unfamiliate where the verb ir and quere links – Importance	nding of time and so produce several familiar topics. Indicate the other people go eximple sentences were in written work in from a variety of se opinions and can ar contexts.
29-Apr		28	Unit 2 ¿Qué haces en la ciudad? Lesson 4 – How to tell the time in Spanish. Lesson 5 – Consolidate learning of telling time in Spanish. Lesson 6 – Saying what you are going to do in town and when. Unit 3 En la cafeteria 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" Repaso Lesson 13 – Revise modules 1 & 2	GW: students can students can demo opinions from short exchanges in BI: students can deusing the verb ir ar with some degree EW: Able to consist and students can ushort and longer to work out meaning:  Grammar focus — tense.  Historical/cultural towns. Tapas — into	describe what is in tonstrate an understart texts. They can also target language on escribe where they and they can translate of accuracy, tently agree adjection and they can recognist of texts and can recognist of texts in unfamiliate where the verb ir and quere links – Importance	nding of time and so produce several familiar topics. In other people go a simple sentences was in written work ion from a variety of se opinions and can ar contexts for, the near future of Plazas in Spanish mall plates of food on

			listania - madia - 0 tanadatian .	
			exams – listening, reading & translation +	Equality Diversity and Inclusion: Students are presented
20.14			EBIS	with a diverse diet of representatives from all
20-May			Unit 4 ¿Qué vas a hacer?	communities within the Hispanic world. Students look at
			Lesson 13 – Recall task.	the difference in houses between England, Spain and
			Saying what you are going to do, using	Hispanic countries .
			the near future tense	Good Friday 18/4
			<b>Lesson 14</b> – use the near future tense	Easter Sunday 20/4
			Lesson 15 - Feedback for recall task.	Autism and stress awareness month. 25/4 World Malaria Day
			Future time phrases + near future	26/4 Lesbian visibility day
			tense and Extended writing.	UK national walking month.
	В	ST2		1/5-7/5 Deaf awareness week 23/05 Vesak
Half-Term		3.2	7 weeks (?? lessons)	L -
3-Jun			MIRA 1 module 4	
			Lesson 1 vivimos en Europa	Module 5– Mi ciudad
			Talking about where you live	Students will learn how to communicate and understand
	Α	33	Lesson 2 – ¿Como es tu casa?	simple details about their town, including where they go and
10 lun		33	Lesson 3 and 4 – las habitaciones	at what time, food available in cafes, what they plan on doing in the future and their opinions. They begin using the
10-Jun			describing your room and using	verb ir to communicate details about others in the present
				and near future tense and look at high frequency stem
			prepositions	changing verbs. They will also start to develop more of an
			<b>Lesson 5</b> – En mi dormitorio – descrbing	understanding about cultural aspects of Spain, particularly
			what is in your bedroom and introducing	with regards to food.
	В	34	prepositions	
17-Jun		34	Lesson 6 ¿ qué haces?	<b>GW:</b> students can describe what is in their town and
17-Juli			•	students can demonstrate an understanding of time and opinions from short texts. They can also produce several
			Discuss activities you do and revisit	short exchanges in target language on familiar topics.
			present tense verbs including stem	<b>BI:</b> students can describe where they and other people go
			changing jugar and dormir	using the verb ir and they can translate simple sentences
	Α	35		with some degree of accuracy.
24-Jun			Lesson 7 Extra 1	<b>EW</b> : Able to consistently agree adjectives in written work
	_	36		and students can understand information from a variety of
	В		Lesson 8 extra 2	short and longer texts and can recognise opinions and can work out meanings of texts in unfamiliar contexts
1-Jul			MIRA 1 module 5	work out meanings of texts in unfamiliar contexts
			Lesson 1 Mi tiempo libre	<b>Grammar focus</b> – the verb ir and querer, the near future
			Talking about your free time	tense.
			Lesson 2 – ¿Qué deportes haces?	
			Talking about what sports you do	Historical/cultural links – Importance of Plazas in Spanish
	Α	37		towns. Tapas – introduced by putting small plates of food or
8-Jul			Lesson 3 and 4– Me gusta ir al cine	top of drinks to stop insects going in them.
			Revisit the use of infinitive	Equality Diversity and Inclusion: Students are presented
	В	38	constructions	with a diverse diet of representatives from all
15-Jul		30	Lessons 5/6 /7	communities within the Hispanic world. Students look at
13-341			¿ qué vas a hacer ?	the difference in houses between England, Spain and
			Revisit the near future tense.	Hispanic countries .
			Revisit the hear future tense.	LGBTQ+ pride month.
				Gypsy, Roma and Traveller history month. 12/6 world day against child labour
				18/6 autistic pride day
				20/6 World refugee day
				Prior Now Next
				Introduction to Telling the time. Using and
				colours and understanding
				numbers up to times when used
				in a longer
				sequence of
	٨	20		speech.
	Α	39		

	simple phrases across varied topics e.g. school & free time	details linking to school and free time in more	
(Total: 190 Days)		speech.	

<sup>\*</sup> 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.	