


MFL Spanish – Year 7

<p>Students in year 7 are introduced to the importance of learning another language and intercultural understanding, to help prepare them to become global citizens. The language in year 7 is chosen to reflect the world students live in, using contexts familiar to them in their everyday lives. The year seven curriculum is designed for both students who have already started learning Spanish in primary school and those who are learning it as beginners.</p>						
 Shirley High Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	My life Introduction to phonics	Free Time Learning how to express opinions	School Expressing more opinions and reasons	Family Life Being able to give descriptions.	In Town To be able to have a conversation in a cafe	At the weekend Being able to use the near future tense.
Why now?	Pupils introduce and talk about themselves, so they can be involved and can talk in the target language from the very first lesson. The pupils learn language, which enables them to build a relationship with their teacher. This module retrieves any content that pupils might have learnt in KS2 (numbers, colours, alphabet, etc.). Pupils are introduced to the key Spanish phonics to build confidence in pronouncing new words.	Pupils learn to develop their knowledge of Spanish and what they can say about themselves using a larger variety of verbs and expressing opinions (me gusta + verb first as easier).	Pupils build upon this and begin to extend their work by including reasons.	Students have a knowledge of frequent verbs in the first person and are ready to expand their use of verbs into the 3rd person singular and plural to make their work more complex.	Pupils are introduced to the verb ir, which is crucial for summer 2 to learn the near future tenses.	At this point the learner has a good bank of vocabulary and a basic concept of how the language works, so the student is now exposed to another tense to make their work more sophisticated in preparation for year eight.
Fundamental Concepts	Students learn to pronounce key Spanish sounds and understand classroom commands in the target language.	Students develop their listening, speaking, reading and writing skills using free time vocabulary.	Students learn how to give opinions on school subjects and describe their school	Students are able to produce a longer piece of writing describing themselves and where they live	Students understand the importance of role – play and being in a real life situation in Spain	Students begin to produce more complex work.
Students will be...	<ol style="list-style-type: none"> 1. Introducing themselves and asking others names 2. Talking about their personality using the appropriate adjective endings 3. Talking about their age/brothers and sisters using the verb tener 4. Saying when their birthday is using numbers 5. Talking about pets Making adjectives agree with nouns 6. Writing a text for a time capsule 7. Revision / Assessment 	<ol style="list-style-type: none"> 1. Saying what they like to do using 'me gusta' 2. Saying what they do in their spare time 3. Talking about the weather using 'cuando' 4. Saying what sports they do using 'hacer' and 'jugar' 5. Reading about different hobbies 6. Learning about Christmas in Spain 7. Revision / Assessment 	<ol style="list-style-type: none"> 1. Saying what subjects they study using -ar verbs 2. Giving opinions on school subjects using 'me gusta' 3. Describing the school 4. Talking about break time using -er and -ir verbs 5. Understanding details about schools in Spain and South America 	<ol style="list-style-type: none"> 1. Revision / Assessment 2. Describing family members using possessive adjectives 3. Describing hair and eye colour using the verbs 'ser' and 'tener' 4. Saying what other people look like using verbs in the third person 5. Describing where they live using the verb 'estar' 	<ol style="list-style-type: none"> 1. Revision 2. Assessment 3. Describing their town 4. Telling the time and using the verb ir 5. Ordering in a cafe 6. Learning about typical Spanish dishes 	<ol style="list-style-type: none"> 1. Saying what they are going to do at the weekend 2. Understanding people describing their town 3. Writing about your town and activities using two tenses together 4. Learning about Spanish festivals 5. Revision 6. Assessment
Language for Life (Key terms/Vocabulary)	<p><i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo ...</i> <i>¿Dónde vives?</i> <i>Vivo en ...</i> <i>Adiós.</i> <i>Hasta luego.</i> <i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i> <i>¿Cuántos años tienes?</i> <i>Tengo ... años.</i> <i>Numbers: uno to quince (and cero)</i> <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro.</i> <i>Tengo una hermanastra.</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i> <i>Soy hija única.</i> <i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de...</i> <i>enero, febrero, marzo...</i> <i>Numbers: dieciséis to treinta y uno</i> <i>¿Cómo se escribe?</i> <i>Se escribe...</i> <i>The alphabet in Spanish</i> <i>¿Tienes mascotas?</i> <i>No tengo mascotas.</i> <i>Tengo...</i> <i>un perro, un gato, un conejo</i> <i>un pez, un ratón</i> <i>una serpiente, una cobaya</i> <i>blanco/a</i> <i>amarillo/a</i> <i>negro/a</i> <i>rojo/a</i> <i>verde</i> <i>gris</i> <i>marrón</i> <i>azul</i> <i>rosal</i> <i>naranja</i></p>	<p><i>¿Qué te gusta hacer?</i> <i>Me gusta ...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada ...</i> <i>navegar por Internet</i> <i>chatear, escuchar música</i> <i>jugar a los videojuegos</i> <i>guay, divertido/a</i> <i>¿Qué haces en tu tiempo libre?</i> <i>bailo</i> <i>toco la guitarra</i> <i>monto en bici</i> <i>saco fotos</i> <i>hablo con mis amigos</i> <i>canto karaoke</i> <i>todos los días</i> <i>a veces</i> <i>nunca</i> <i>de vez en cuando</i> <i>¿Qué tiempo hace?</i> <i>hace calor</i> <i>hace frío</i> <i>hace sol</i> <i>hace buen tiempo</i> <i>llueve, nieva</i> <i>en primavera, en verano</i> <i>¿Qué tiempo hace?</i> <i>hace calor</i> <i>hace frío</i> <i>hace sol</i> <i>hace buen tiempo</i> <i>llueve, nieva</i> <i>en primavera, en verano</i></p>	<p><i>¿Qué estudias?</i> <i>Estudio ...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(las) matemáticas</i> <i>¿Cuál es tu día favorito?</i> <i>Mi día favorito es el...</i> <i>¿Te gusta ...? / ¿Te gustan...?</i> <i>Me gusta(n) ... / No me gusta(n) ...</i> <i>No me gusta(n) nada ...</i> <i>Me encanta(n) ...</i> <i>porque es ...</i> <i>interesante, importante,</i> <i>práctico/a, difícil, fácil, útil</i> <i>el profesor/la profesora es ...</i> <i>paciente</i> <i>severo/a</i> <i>rara/a</i> <i>En mi instituto hay...</i> <i>no hay ...</i> <i>un campo de fútbol</i> <i>un comedor</i> <i>un gimnasio</i> <i>un patio</i> <i>una clase de informática</i> <i>una piscina</i> <i>moderno/a, antiguo/a, grande</i> <i>¿Qué haces durante el recreo?</i> <i>Como ...</i> <i>una chocolatina</i> <i>unos caramelos</i> <i>chicle</i> <i>fruta</i> <i>Bebo ...</i> <i>algo</i> <i>agua</i> <i>primero</i> <i>luego</i> <i>normalmente</i> <i>a veces</i></p>	<p><i>mi madre, mi padre, mis padres</i> <i>mi hermano/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>tiene/tienen ... años</i> <i>se llama/se llaman</i> <i>veinte, treinta, cuarenta</i> <i>cincuenta, sesenta, setenta,</i> <i>ochenta, noventa, cien</i> <i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos ...</i> <i>azules, grises, marrones,</i> <i>verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo ...</i> <i>negro, rubio, castaño, azul,</i> <i>liso,</i> <i>rizado, largo, corto</i> <i>Soy pelirrojo/a.</i> <i>Soy calvo.</i> <i>(No) Es ...</i> <i>alto/a</i> <i>bajo/a</i> <i>pequeño/a</i> <i>joven</i> <i>viejo/a</i> <i>guapo/a</i> <i>simpático/a</i> <i>inteligente</i> <i>Tiene pecas.</i> <i>Tiene barba.</i> <i>Vivo en ...</i> <i>una casa, un piso</i> <i>bonito/a, antiguo/a, cómodo/a</i> <i>pequeño/a, grande,</i> <i>moderno/a</i> <i>Está en ...</i> <i>la montaña, un pueblo, la</i> <i>costa</i> <i>el campo, el desierto, el norte,</i> <i>el este, el sur, el oeste, el</i> <i>centro</i></p>	<p><i>¿Qué hay en tu pueblo o tu ciudad?</i> <i>Hay ...</i> <i>un castillo, un mercado, un</i> <i>estadio, un centro comercial</i> <i>un polideportivo, una piscina</i> <i>una universidad, unos museos</i> <i>unas plazas</i> <i>No hay museo.</i> <i>No hay nada.</i> <i>¿Qué hora es?</i> <i>Es la una.</i> <i>Son ...</i> <i>las dos, las seis, las diez, las</i> <i>doce</i> <i>menos veinticinco, menos</i> <i>veinte,</i> <i>menos cuarto, menos diez,</i> <i>menos cinco</i> <i>¿Qué haces en la ciudad?</i> <i>Salgo con mis amigos.</i> <i>Voy ...</i> <i>al cine, al parque, a la</i> <i>cafetería,</i> <i>a la bolera, a la playa</i> <i>de compras</i> <i>No hago nada.</i> <i>una bebida</i> <i>un café</i> <i>un té</i> <i>una Fanta limón</i> <i>un batido de chocolate</i> <i>un batido de fresa</i> <i>una Coca-Cola</i> <i>¿Qué quieren?</i> <i>Yo quiero ...</i> <i>¿Algo más?</i> <i>No, nada más.</i> <i>¿Qué vas a hacer este fin de</i> <i>semana?</i> <i>el sábado por la mañana</i> <i>el viernes por la tarde</i> <i>(No) Voy a ...</i> <i>jugar a los videojuegos</i> <i>ir al parque</i> <i>bailar</i> <i>salir con mis amigos</i> <i>navegar por Internet</i> <i>ver la televisión</i> <i>hacer los deberes</i> <i>montar en bici</i> <i>jugar al fútbol</i></p>	<p><i>Me gusta mucho vivir en ...</i> <i>No me gusta nada vivir en ...</i> <i>Porque hay</i> <i>Porque no hay</i> <i>Porque es</i> <i>Este fin de semana</i> <i>El sábado por la mañana</i> <i>El domingo por la tarde</i> <i>Primero</i> <i>Luego</i> <i>Finalmente</i> <i>A las tres de la tarde</i> <i>(un poco) mas tarde</i></p>

Extended writing Opportunities	Pupils write a short presentation about themselves for a time capsule	Pupils create an interview with a celebrity about what they do in their free time	Pupils write an email to a Spanish friend describing their school	Pupils create a fictional cartoon family to describe	Pupils write a blog about their town or village.	Pupils write a script for their speaking assessment
Maths Across the Curriculum	Ages and birthday dates				Telling the time and prices	
Links to careers/ aspirations	Footballer, actress, vet	Dancer, footballer, singer,	teacher	Acrobat	Waiter/waitress	
Cultural Capital	Students research and study Spanish celebrities	An opportunity for pupils to learn about how Christmas is celebrated in Spain.	Pupils learn about school life in Spain and the education system in Central America.	Pupils learn about the carnival in Cádiz and the famous Spanish painting, Las Meninas.	Pupils learn about typical tapas dishes, Spanish festivals and Mexico's El Día de los Muertos.	Pupils study about life in La Habana, Cuba
Practical Application of Skills	Being able to greet someone in a Spanish speaking country				Being able to eat out in a Spanish speaking country.	