

Share Multi Academy Trust Curriculum Plan MFL				
Subject: Spanish		Year: 7		Ability: All
Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic	Mis opiniones	Mi tiempo libre	Mi pueblo	Mi familia y mis amigos
Topic overview	Likes and dislikes	Free time	Town and neighbourhood	Relationships and social life
Students will learn...	How to give opinions and reasons	How to give detailed opinions and reasons on free time and hobbies	How to describe where they live	How to describe themselves and others
Components	Students can understand and independently produce language to give opinions and justify with reasons. Students can recognise the meaning of key cognates. Students can use their knowledge of the sound spelling link to understand words and sound them out correctly. Students can use their knowledge of the sound spelling link to transcribe simple sentences with opinions and reasons.	Students can independently produce (in writing and orally) language to give detailed opinions and detailed justifications on a variety of sports and hobbies. Students can use and understand adverbs of frequency and intensity. Students recognise and can accurately use preceding direct object 'it' according to gender. Students can apply knowledge of phonics to pronounce language with more accuracy. Students can compare and contrast activities. Students can use and understand negative phrases. Students can ask and respond to simple questions with verb inversion.	Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about their town/facilities in town. Students use and understand subordinate clauses with infinitive phrases.	Students can understand and independently produce language to describe themselves and other people (physical appearance and personality). Students are able to speak in Spanish from memory. Students can understand and produce <i>tener</i> and <i>ser</i> in the first, second and third person. Students can understand a variety of complex structures (e.g. superlative, conditional etc.). Students are exposed to the preterite tense.
Prior learning and retrieval	Key cognates of nouns (primary school; knowledge of English) The use of gender in Spanish (home languages, primary school)	Simple opinions (Year 7 U1) Simple reasons (Year 7 U1) Basic phonics (Year 7 U1) Gender with definite and indefinite articles (Year 7 U1)	Detailed opinions (Year 7 U1 and 2) Detailed reasons (Year 7 U1 and 2) Variety of connectives (Year 7 U1 and 2) Hobbies, interests (Year 7 U1 and 2) Preceding objects (Year 7 U1 and 2) Adverbs of intensity (Year 7 U2) Basic adjectival agreement (Year 7 U1 and 2)	Detailed opinions and reasons (basic and complex) (Year 7 U1, 2 and 3) A variety of connectives and adverbs (Year 7 U1, 2 and 3) How to use <i>ser</i> in the first and third person (Year 7 U2 and 3) A variety of question structures (Year 7 U1, 2 and 3) Reflexive structures (Year 7 U1, 2 and 3) Negative structures (Year 7 U1, 2 and 3) Comparative structures (Year 7 U1, 2 and 3) Basic adjectival agreement (Year 7 U1, 2 and 3)
Key lexicogrammar students will know and understand	Key cognate nouns Gender recognition Opinion verbs in the first, second and third person including negatives (<i>odiar, gustar, encantar</i>) Simple connectives How to use <i>es</i> + adjectives (inc. adjectival agreement) How to understand and phrase preference questions Comparative structures	Key sports and hobbies Adverbs of frequency How to form a negative opinion Verbs <i>hacer</i> and <i>jugar</i> in the infinitive with prepositions including the negative Irregular verbs <i>hacer</i> and <i>jugar</i> in the first, second and third person The partitive with <i>jugar al/a la</i> Numbers up to 20	<i>hay/no hay</i> Subordinate clause <i>donde se puede</i> and <i>para</i> + infinitive structures Third person singular with opinion verbs Possessive adjectives (<i>mi, mis</i>) Regular and irregular verbs in the first, second and third person Identify main towns in Spain Basic Directions <i>Ir a</i> + partitive	Use of <i>tener</i> and <i>ser</i> in the first, second and third person to describe appearance and personality Describe who is in your family A variety of adjectives in the masculine, feminine and plural form Adjectival agreement and word order A variety of complex structures in the conditional tense, preterite tense and the superlative Reflexive structures to describe social relationships Comparative structures with personality and physical descriptions

Transferrable knowledge (skills)	The ability to apply knowledge of phonics to pronounce new words The ability to use and understand opinions and reasons The ability to recognise and use the gender of nouns The ability to recognise and use phonics coding to sound out new words and phrases A knowledge of how to link sentence parts together using key connectives The ability to recognise preceding direct objects	The ability to apply knowledge of phonics to pronounce new words with accuracy and increasing confidence The ability to use opinion plus infinitive verbs The ability to use and understand adverbs of frequency and intensity The ability to compare and contrast two ideas The ability to use opinions in the negative The ability to use accurately verbs with prepositions The ability to form simple questions Weather	Complex sentences <i>Hay</i> Subordinate clauses with <i>donde</i> and <i>para</i> Third person form of -ar verbs <i>ir</i> + partitive Directions More weather phrases	Using <i>ser</i> and <i>tener</i> in the first, second and third person. Months of the year and numbers 1-30 Complex structures (conditional tense, preterite tense and the superative) Reflexive structures Adjectival agreements Comparative structures
Key questions:	¿Te gusta(n)? ¿Por qué? ¿Prefieres? ¿Y tú?	¿Prefieres? ¿Te gusta(n)? ¿Por qué? ¿Qué piensas?	¿Hay? ¿Dónde? ¿Como es?	¿Te llevo bien? ¿Quién? ¿Tienes? ¿Eres?
Assessment activities	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Listening Writing	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Speaking Reading	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Listening Writing	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Speaking Reading
Notes Why this topic is important...	Many Year 7 students arrive with little or no knowledge of Spanish, nor Spanish phonics given that most primary teachers are not MFL specialists. It is important that students learn the difference between pronunciation of Spanish and English words and understand the risk of mispronouncing easily recognisable words. Word order in Spanish is very different and a fundamental grammatical skill that is needed in order to build up more complex sentences.	This section enables students to build on the previous unit in order to consolidate the use of opinions with justifications. It continues to extend knowledge of vocabulary and grammar.	This unit enables students to extend their responses with subordinate clauses and develops their understanding of verbs with prepositions. The topic enables students to refer to other people’s opinions. The topic enables students to link places in town and a variety of activities that can be done there. Students learn about the use of possessive adjectives and their formation according to the noun.	This topic enables students to use <i>tener</i> and <i>ser/estar</i> to describe themselves and other people both in physical appearance and personality. This topic introduces students to a variety of complex structures (conditional tense, preterite tense and the superative). This topic enables students to develop confidence in speaking from memory. This topic enables students to accurately use a variety of different adjectives.
Cultural capital	Awareness of the concept of grammatical gender. Awareness of the different sounds / phonemes in comparison to English.	Introduction of different sports (<i>la pelota</i>) Spanish songs on numbers 1-20 Calculations in a different language	Pictures of authentic places in the target language country Map skills (directions, coordinates) Cultural tips Location of key Spanish cities.	
Links to NC	Links to NC: Speak: Develop accurate pronunciation & sound spelling link: Listen: identify opinions/reasons, recognise key sounds. Transcribe: simple sentences with opinions/reasons.	Links to NC: Speak: Continue to develop accurate pronunciation & sound spelling link. Focus on nasal sounds and silent letters. Use verb inversions to ask Qs.and respond. Listen: identify opinions/reasons, recognise key sounds from extended sentences.	Links to NC: Speak: Continue to develop accurate pronunciation & sound spelling link. Focus on common word endings and syllables. Liaison between silent letter endings plus vowel. Know how to pronounce unfamiliar words.	Links to NC: Speak: Develop confidence in speaking from memory. Listen: identify key details in descriptions. Transcribe: paragraphs with descriptive information about family/friends looks/personalities.

	Speak/write: Express basic opinions and reasons with high frequency cognates with accurate pronunciation. Read/ translate sentences relating to opinions and reasons. Vocabulary: learn simple cognates Grammar: masculine/feminine/plural nouns/articles	Transcribe: simple more detailed sentences with opinions/reasons inc some complexity. Speak/write: Express longer responses with opinions and reasons with high frequency cognates with accurate pronunciation. Use wider range of opinions, inc. adverbs, adjectives, PDOs for complexity. Read/ translate longer, more detailed sentences relating to opinions and reasons on free time. Vocabulary: learn nouns/verbs relating to sports and hobbies. Numbers 1-20. Grammar: masculine/feminine/plural nouns/articles inc. article plus nous with vowels. Comparatives. Negatives. Verbs plus partitive (<i>jugar, hacer</i>) Cultural capital: la pelota	Listen: identify opinions/reasons/places and activities. Recognise key questions. Transcribe: simple more detailed sentences with opinions/reasons/places and activities. Speak/write: Express opinions about where one can go in town and activities that are linked. Respond to question words. Read/ translate longer, more detailed sentences relating to places in town/activities. Vocabulary: learn nouns/verbs relating to places in town, activities. Direction phrases. Question words (done,), hay Grammar: opinion verb + infinitive phrases. Subordinate clauses to link ideas. Possessive adjectives. Comparatives. Negatives. Modal verb (<i>poder</i>), connective para + infinitive. Cultural capital: map of Spain, key towns in Spain. Other Hispanic countries.	Speak/write: Give physical/personality descriptions, favourite person, ideal look. Read/ translate read descriptive information re. family/friends/looks/personalities. Vocabulary: height, build, facial features, colours personality. Numbers to 30. Months. Grammar: Irregular verbs: <i>tener</i> and <i>ser/estar</i>, 1,2,3 person. Comparative/superlative conditional tense, adjectival agreements, (implicit: preterite tense phrases). Adjectival agreements and word order Cultural capital: famous Spanish footballers, artists, musicians, politicians.
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