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|  | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **Year 7** | **‘Welcome to Spanish’ (Bienvenido al español)**An introduction to the Spanish language (phonics, alphabet, classroom language, colours, giving the date & numbers 1-100) & an introduction to the Spanish-speaking world.Claro 1, Unit 1 & 2: (1.1-1.12 + 2.1)\*BASELINE ASSESSMENTWORD ORDERQUESTION WORDSGENDER OF NOUNSPOSSESSIVE ADJECTIVESADJECTIVAL AGREEMENTS | **‘My Bubble’ (Mi Burbuja)**Introducing and presenting ourselves to others (family, pets, physical description, personality) & Christmas celebrations in the Spanish-speaking worldClaro 1, Unit 2: (2.2 – 2.12)\*DP1 + reportsUSING ‘TENER’ BASIC OPINIONSADJECTIVAL AGREEMENTSUSING ‘SER’IRREGULAR PRESENT TENSE VERBSSPELLING BEE | **‘Hobbies and interests 1’ (Los pasatiempos e intereses 1)**Comparing our own hobbies and sports we play with those of young people in Spanish-speaking countries.Claro 1, Unit 3: (3.1-3.12)**OPINIONS AND JUSTIFICATIONS****REGULAR & IRREGULAR PRESENT TENSE VERBS****USING ‘IF’ AND ‘WHEN’ TO EXTEND SENTENCES****COMPARATIVES****ADVERBS OF FREQUENCY** | **‘Hobbies and interests 2’ (Los pasatiempos e intereses 2)**Comparing our own celebrity and technological interests with those of young people in Spanish-speaking countries.Claro 2, Unit 3: (3.1-3.12 NOT 3.6) FORMING NEGATIVES ACABAR DEUSING A RANGE OF COMPARISONSACABAR + Inf | **‘My school’ (Mi insti)** Talking about our school and starting to think about our ambitions for the near future.Claro 1, Unit 6: (6.1-6.12)NEAR FUTURE TENSEUSING EXCLAMATIONSUSING IMPERSONAL VERBS ‘SE PUEDE’ & ‘SE DEBE’USING ‘ANTES DE’ & DESPUÉS DE’ + Inf | **‘IRP Spanish-speaking country project’ (Mi Proyecto sobre un país hispanohablante)**Research and learn all about a Spanish-speaking country of their choice. Learn all about culinary traditions, religion and celebrations across the Spanish-speaking world.\*Yr7 Formal Assessment. DP2 + reports(Creative arts, Technology, RE, Geography, History & RE) |
| **Year 8** | **‘We are experts!’****(¡Somos expertos!)**Revisiting the grammar, topics and vocabulary from Year 7 Sept-March 2020**REVISE - Claro 1, Units 1-6**PENPALS**REPASO**: Viva 1, Modules 1,2,4Wk 1 – admin, welcome backWk2-3 – Viva 1 Module 1: MI VIDAWk3-4 – Viva 1 Module 4: MI FAMILIA Y MIS AMIGOSWk 5-6 – Viva 1 Module 2: Mi TIEMPO LIBREWk 7– Viva 2 Module 5 pg.101-102: MI CASAPRESENT TENSEOPINIONSNEGATIVESNEAR FUTURE TENSEADJECTIVAL AGREEMENTNOUNS (SING/PLURAL)PRESENT TENSEOPINIONSNEGATIVESNEAR FUTURE TENSEADJECTIVAL AGREEMENTNOUNS (SING/PLURAL) | **‘Media’ (Los medios de comunicación)**Comparing our own celebrity and technological interests with those of young people in Spanish-speaking countries.\*DP1 + reportsClaro 2, Unit 3: (3.1-3.12 NOT 3.6) SIMPLE FUTURE vs NEAR FUTUREACABAR DE + InfCOMPARISONS (Prefiero…a…)NEGATIVES (ya, nadie, tampoco)SER vs ESTAR TRANSLATION BEE\*International media outlets/agencies, e.g. Huffington Post | **‘Fashion addicts’****(Adict@s a la moda)**Discussing our shopping habits and learning how to cope out and about in a Spanish-speaking town. Researching fashion tendencies in the Hispanic world and comparing them to ours.Claro 2, Unit 4 (4.1-4.12)PRESENT CONTINUOUS TENSEDEMONSTRATIVE ADJECTIVESINDEFINITE ADJECTIVESDIRECT OBJECT PRONOUNS\*Spanish fashion designers/ Spanish fashion businesses (e.g. Inditex) | **‘My holidays’****(Mis vacaciones)**Introduction to the preterite tense. Talking about where we went, what we did and what our holiday was like. Using the present and preterite together to describe an amazing holiday.Viva 2, Module 1PRETERITE TENSE (regular verbs)PRETERITE TENSE (irregs, IR/SER) | **‘Finally, the holidays! (Por fin de vacaciones)**Making travel and holiday plans. Describing past holidays and talking about where we’d love to go in the future.\*Yr8 Formal Assessment + DP2\* reportsClaro 2, Unit 2 (2.1-2.12)IR with prepositionsSOLER + infCONDITIONAL + FUTURE TENSE REVISION\*Holiday companies/ travel agencies/ airlines/ travel and tourism industry | **‘IRP Spanish-speaking country project’ (La vida escolar en el mundo hispanohablante)**Research and learn all about the education system and school life in a Spanish-speaking country of their choice. Learn all about culinary traditions, religion and celebrations across the Spanish-speaking world.Claro 1, Unit 6 (6.1-6.12)(Creative arts, Technology, RE, Geography, History & RE) |
| **Year 9** | **‘We are experts!’****(¡Somos expertos!)**Revisiting the grammar, topics and vocabulary from Year 7 & 8.Claro 1, Units 1-6 + Claro 2, Units 2-4\*Assessment 1**Skills-based revision combining topics & vocab from Claro 1 and 2.**Wk1 – admin, welcome back, introducing ourselvesWk2 – Translation skillsWk3 - Reading skills (literary + non-literary texts)Wk4 – Listening skillsWk5 – Writing skillsWk6 – Assessment 1 & feedbackWk7 - Speaking skills (role-play, picture-based task) | **‘Aim high’ (¡Apúntate alto!)**Discussing jobs, careers and thinking about our plans for the future + the importance of languages.Viva 3 Rojo, Module 2 + Claro 2, Unit 3 (3.6)\*DP1 + reportsTENER QUE +infTHE NEAR FUTURE + SIMPLE FUTURE TENSESCONDITIONAL TENSEADJECTIVAL AGREEMENTUSING 3 TENSES TOGETHER\*INCLUDE GCSE SKILLS & EXTENSION OPPORTUNITIES AS THEY MAY HAVE DONE SOME OF THIS IN LOCKDOWN (2020)\*Languages in Careers – post-16 ex-pupil videos, alumni visits, university visits/ university students | **‘An adventure in Madrid (Una aventura en Madrid)**Meeting and greeting people in Spain when abroad. Finding our way around Madrid. Coping in the souvenir shop and making ourselves understood. Making plans for the rest of the trip.Viva 3 Rojo, Module 5\*Yr9 Formal Assessment, DP2 + reportsTHE SUPERLATIVETHE COMPARATIVETHE NEAR FUTURE + SIMPLE FUTURE TENSESUSING 3 TENSES TOGETHERMADRID TRIP?\*Travel company/ airline/ Spanish companies based in Madrid, e.g. Zara, Inditex | **‘As a young person of the 21st Century’****(Como joven del siglo 21)**Talking about our daily routine and comparing it with a typical day in a Spanish-speaking country. Discussing teenage relationships and problems as well as giving our views on global issues. Claro 2, Unit 5 (5.1-5.12)**Set 1 only +** Talking about children’s rights. Giving our views on fair trade and recycling. Discussing how our town has changed and world issues. Talking about fundraising projects. Viva 3 Rojo, Module 4REFLEXIVE VERBSVERBS WITH PREPOSITIONSIRREGULAR VERBS IN THE FUTURE & CONDITIONALIMPERSONAL CONSTRUCTIONS WITH ‘SE’**Set 1 only +**RADICAL CHANGING/ BOOT VERBSUSING THE THIRD PERSON FORMS (he/she/it/they)SE DEBERÍATHE IMPERFECT TENSE\*INCLUDE GCSE SKILLS & EXTENSION OPPORTUNITIES AS THEY MAY HAVE DONE SOME OF THIS IN LOCKDOWN (2020) | **‘Healthy body, healthy mind’** **(Cuerpo Sano. Mente Sana)**Discussing health problems and treatment. Comparing food habits in the UK with those in the Spanish-speaking world. Learning to communicate our problems and needs in Spanish.Claro 1, Units1-6\*INCLUDE GCSE SKILLS & EXTENSION OPPORTUNITIES AS THEY MAY HAVE DONE SOME OF THIS IN LOCKDOWN (2020)PRESENT TENSE (COMER/BEBER)RANGE OF NEGATIVES‘MUCHO’ VS ‘POCOPRESENT TENSE (DOLER)THE IMPERATIVE4 x ‘YOU’ (TÚ, VOSOTROS, USTED, USTEDES)\*Lorentes (tapas restaurant) | **‘Around the Spanish-speaking world’****(De paseo por el mundo hispano)**Taking a ‘virtual trip’ around the Spanish-speaking world. Discovering the language, culture and traditions of a variety of Spanish-speaking societies. Claro 2, Unit 6 (6.1-6.12)THE COMPARTIVETHE SUPERLATIVETHE IMPERATIVE (‘tu’)USIGN DIFFERENT TIME FRAMES\*INCLUDE GCSE SKILLS & EXTENSION OPPORTUNITIES AS THEY MAY HAVE DONE SOME OF THIS IN LOCKDOWN (2020) |

GRAMMAR EXTRA-CURRICULAR OPPS SUMMATIVE ASSESSMENT/ REPORT PROGRESS CROSS-CURRICULAR LINKS

OUP Claro 1 & 2 Pearson Viva Segunda edición Careers Opportunities