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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 ASSESSMENT  WORD ORDER  QUESTION WORDS  GENDER OF NOUNS  POSSESSIVE ADJECTIVES  ADJECTIVAL AGREEMENTS | **‘My Bubble’ (Mi Burbuja)**  Introducing and presenting ourselves to others (family, pets, physical description, personality) & Christmas celebrations in the Spanish-speaking world  Claro 1, Unit 2: (2.2 – 2.12)  \*DP1 + reports  USING ‘TENER’  BASIC OPINIONS  ADJECTIVAL AGREEMENTS  USING ‘SER’  IRREGULAR PRESENT TENSE VERBS  SPELLING 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 DE  USING A RANGE OF COMPARISONS  ACABAR + 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 TENSE  USING EXCLAMATIONS  USING 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 1,2,4  Wk 1 – admin, welcome back  Wk2-3 – Viva 1 Module 1: MI VIDA  Wk3-4 – Viva 1 Module 4: MI FAMILIA Y MIS AMIGOS  Wk 5-6 – Viva 1 Module 2: Mi TIEMPO LIBRE  Wk 7– Viva 2 Module 5 pg.101-102: MI CASA  PRESENT TENSE  OPINIONS  NEGATIVES  NEAR FUTURE TENSE  ADJECTIVAL AGREEMENT  NOUNS (SING/PLURAL)  PRESENT TENSE  OPINIONS  NEGATIVES  NEAR FUTURE TENSE  ADJECTIVAL AGREEMENT  NOUNS (SING/PLURAL) | **‘Media’ (Los medios de comunicación)**  Comparing our own celebrity and technological interests with those of young people in Spanish-speaking countries.  \*DP1 + reports  Claro 2, Unit 3: (3.1-3.12 NOT 3.6)  SIMPLE FUTURE vs NEAR FUTURE  ACABAR DE + Inf  COMPARISONS (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 TENSE  DEMONSTRATIVE ADJECTIVES  INDEFINITE ADJECTIVES  DIRECT 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 1  PRETERITE 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\* reports  Claro 2, Unit 2 (2.1-2.12)  IR with prepositions  SOLER + inf  CONDITIONAL + 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 ourselves  Wk2 – Translation skills  Wk3 - Reading skills (literary + non-literary texts)  Wk4 – Listening skills  Wk5 – Writing skills  Wk6 – Assessment 1 & feedback  Wk7 - 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 + reports  TENER QUE +inf  THE NEAR FUTURE + SIMPLE FUTURE TENSES  CONDITIONAL TENSE  ADJECTIVAL AGREEMENT  USING 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 + reports  THE SUPERLATIVE  THE COMPARATIVE  THE NEAR FUTURE + SIMPLE FUTURE TENSES  USING 3 TENSES TOGETHER  MADRID 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 4  REFLEXIVE VERBS  VERBS WITH PREPOSITIONS  IRREGULAR VERBS IN THE FUTURE & CONDITIONAL  IMPERSONAL CONSTRUCTIONS WITH ‘SE’  **Set 1 only +**  RADICAL CHANGING/ BOOT VERBS  USING THE THIRD PERSON FORMS (he/she/it/they)  SE DEBERÍA  THE 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 ‘POCO  PRESENT TENSE (DOLER)  THE IMPERATIVE  4 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 COMPARTIVE  THE SUPERLATIVE  THE 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