

Subject	Spanish	Year Group	Year 7	
Purpose of Scheme	<p>Phonics: To introduce pupils to key phonemes and use these across the scheme to maintain focus on accurate pronunciation and effective communication.</p> <p>Vocabulary: The curriculum begins with the familiar and looks at vocabulary that allows pupils to describe their own immediate identity and experiences.</p> <p>Grammar: This initial scheme begins with key foundational concepts of grammar that are needed for future learning.</p>			
Scheme title	Module 1: Introduction to Spanish	Module 2: All about me	Module 3: My family and friends Module 4: My free time	
Knowledge in sequence	<ul style="list-style-type: none"> - Key questions to ask name and how someone is - Greetings - Saying how you are and why - Key phonemes 	<ul style="list-style-type: none"> - Numbers 1-31 - Stating ages - Stating birthdays inc. months of the year - Positive/negative opinion phrases - Free time activities in the infinitive - Positive/negative reasons and adjectives - Stating where you live and where you are from - Types of housing and areas - Key locations from hispanic world 	<ul style="list-style-type: none"> - Family members - Describing hair and eyes - Describing height and appearance - Describing personality - Relationship verbs - Describing pocket money and household chores 	<ul style="list-style-type: none"> - Weather conditions - Positive/negative opinion phrases (inc. more advanced) - Free time activities (infinitive) - Present tense online activities - Opinions of the internet - Nouns for sports - Phrases for introducing opinions - Comparing sports to each other - Daily routine phrases - Days of the week/time phrases - Numbers recap
Skills	<ul style="list-style-type: none"> - Introduction to concept of gender agreement by changing adjective ending (o/a) - Using 'estoy' to mean 'I am (feeling)' - Receptive understanding (Reading, Listening) - Productive manipulation (Speaking, Writing) 	<ul style="list-style-type: none"> - Compound numbers with 'y/i' e.g. dieciocho - TENER (to have) - full conjugation - Use of 'no' for negation - Use of infinitive after opinion phrases - Adjective placement and agreement - Receptive understanding (Reading, Listening) - Productive manipulation (Speaking, Writing) 	<ul style="list-style-type: none"> - Use of mi/mis - Recap of adjective position - Common noun/adjective endings - Tener recap - Ser - full conjugation - Negation with no/nunca - Adjective agreement ending in consonants and e - Suelo/tengo que/ayudo a + infinitive (AR verbs) - Time markers - Receptive understanding (Reading, Listening) - Productive manipulation (Speaking, Writing) 	<ul style="list-style-type: none"> - Use of hace and hay for weather - Two verb constructions - Present tense -AR verbs revision (full conjugation) - Present tense -ER and -IR verbs (full conjugation) - Adverbs of frequency - Use of 'al' after jugar with ball sports - Comparatives & revision of adjective agreement - Reflexive verbs in the present tense (yo form only) - Telling the time - 12 hr clock - Receptive understanding (Reading, Listening) - Productive manipulation (Speaking, Writing)
End point of module	<ul style="list-style-type: none"> - Initiating and sustaining a basic conversation in Spanish. - Applying the common, key phonemes to help accurately pronounce and spell familiar and unfamiliar words from the topic and beyond. - Introducing basic, key grammar 	<ul style="list-style-type: none"> - Giving basic information about ourselves and where we live. - Developing understanding of the Spanish speaking world and places in Spain. - Talking about what we enjoy and why. - Developing grammar and introducing foundational concepts. 	<ul style="list-style-type: none"> - Being able to describe our family members physically. - Being able to describe the relationships we have with others and give reasons. - Describing our life at home. - Recapping previous grammar covered and building complexity. 	<ul style="list-style-type: none"> - Talking about the weather. - Describing and giving our opinions on a variety of free time activities. - Being able to compare two things accurately. - Describing our daily routine and telling the time.
Assessment Methods	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - End Point Assessment: Listening 	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - End point assessment - Google Form (Vocabulary and Grammar) 	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - Mid point assessment - Listening. - End point assessment - Writing. 	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - Mid point assessment - Google Form (Vocabulary and Grammar) - End point assessment - Speaking