

SPANISH Year 7 Curriculum End Points and Key Vocabulary

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Unit of Work | Project-based unit ¿Por qué español? (Why Spanish? What does the Spanish speaking world have to do with me?) | Mi vida (My life) ¿Cómo eres? (What are you like? Do you have any pets? Describe those who you live with) | Mi tiempo libre (My free-time) ¿Qué te gusta hacer en Milton Keynes? (What do you like to do in Milton Keynes?) | Mi insti y mi futuro (My school and my future) ¿Qué estudias? (What do you study?) | Mi insti (My school and my future) ¿Qué estudias? (What do you study?) | Mi ciudad (My town) ¿Cómo es Milton Keynes? (What is Milton Keynes like?) |
| Ethos links | Character – Developing respect, responsibility and kindness STEM – Learning and applying key numbers, | Character – Participating in the Foreign Language Spelling Bee STEM – Learning and applying key numbers to family, making comparisons Sustainability – Animals | Milton Keynes – What activities you like to do Character – Spelling Bee competition | Milton Keynes – Comparing different schools STEM – Opinions on these subjects | Milton Keynes – Comparing different schools STEM – Opinions on these subjects | Milton Keynes – What is in the city, what there used to be, what you would like to see. What activities can you do. Character – Developing aspects of Respect, responsibility, and kindness |
| Knowledge | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Tell someone their name, how they feeling and where they live. ➤ Talk about your age and your birthday ➤ Name a Spanish speaking country and say what is there ➤ Express opinions on key sports ➤ Express opinions on key food ➤ Describe what sports and food are popular in a Spanish speaking country | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Describe animals and colours ➤ Their personality ➤ Their family and/or friends. <i>As this can be a sensitive topic, it does not have to be true.</i> ➤ Translate and spell key words in Spanish ➤ Their hair and eye colour | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Describe what they like to do in their free-time ➤ Understand the present tense and how to form it ➤ Describe the weather ➤ What activities they do depending on the weather | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Describe what they study and when they study the subject ➤ Tell the time ➤ Describe what they like/dislike to study and why | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Understand the immediate future tense and how to form it ➤ Describe what job they are going to do ➤ Link the job they are going to do to a subject that they study ➤ Describe what they normally do at breaktime ➤ Understand the preterite (simple past) tense and how to form it ➤ Describe what they did at breaktime yesterday. | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Describe what their home is like ➤ Describe what there is in Milton Keynes ➤ What they can do in Milton Keynes ➤ Order food and drink in a restaurant setting |
| Skills | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Understand the difference between masculine and feminine nouns (making links) ➤ Express opinions (creating) ➤ Presentation skills (Planning and Organisation, Listening and communication, Learning from mistakes) | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Understand the difference between masculine and feminine nouns (making links) ➤ How adjectives need to agree with the noun they describe and the correct word order (thinking, applying knowledge, learning from mistakes) ➤ Express opinions about themselves (creating) ➤ Translate and Spell competitively | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Understand the difference between masculine and feminine nouns (making links) ➤ Apply the present tense in a new context (noticing, making links and applying knowledge) ➤ Express a wider variety of opinions about themselves and reasons (creating) | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ How adjectives need to agree with the noun they describe and the correct word order (thinking, applying knowledge, learning from mistakes) ➤ Use numbers when telling the time (making links and applying knowledge) ➤ Express a wider variety of opinions and reasons (creating) | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Understand the difference between masculine and feminine nouns (making links) ➤ Use three tenses in a new context (noticing, making links and applying knowledge) | By the end of this unit students will develop their ability to: <ul style="list-style-type: none"> ➤ Use at least the present tense in a new context. Use the modal verb ‘poder’. (noticing, making links and applying knowledge) ➤ Use numbers when discussing price (making links and applying knowledge) ➤ Develop their speaking skills through role-play (communication and listening) |

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| | | (Listening, Communication, Resilience, Perseverance) | | ➤ Apply the present tense in a new context (noticing, making links and applying knowledge) | | |
| Key Vocabulary | Me llamo... Tengo Años Mi cumpleaños es el.... de... Vivo en (No) Me gusta..... | Tengo.... Madre, Padre, Hermano/a Madrastra, Padrastro, Hermanastro/a Los ojos, el pelo | (No) Me gusta, Me encanta, me flipa, me chifla, me mola Hablo, Como, Escribo Juego...Hago... | Estudio... A las... Son las.... Hace.... Hay.... Cuando.... | Voy a ser Comer, beber Comí, Bebí Como, Bebo | Vivo en... Una casa.... Un piso... Hay... Se puede.. Quiero.... |
| Assessment | Written assessed task and speaking presentation | <i>Foreign Language Spelling Bee House Competition (not a formal assessment)</i> | Reading , Writing and Listening Assessment | | Reading , Writing and Listening Assessment | |