



Spanish Year 7 (1 period/week).

Term 1	Subject: Spanish	Year Group: 7	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
<u>Mi vida</u>			
<ul style="list-style-type: none"> Como nos llamamos. What we are called. 	To be able to ask someone what their name is, respond with my own name and say what someone else is called.	Being able to have a short conversation.	Bounced questioning, peer-assessed dialogue.
<ul style="list-style-type: none"> <i>¿Qué tipo de persona eres</i> 	Talking about your personality GRAMMAR: Using adjectives that end in <i>-o/-a</i> adjectives that end in <i>-o/-a</i> making sentences negative <i>ser</i> (present, singular)	Discussing personalities making links to FPS school values.	Class survey
<ul style="list-style-type: none"> <i>¿Tienes hermanos?</i> 	Talking about age, brothers and sisters Using the verb <i>tener</i> (to have) GRAMMAR: <i>tener</i> (present, singular) indefinite articles (<i>un/una</i>)	Talking about the Royal Family in the UAE.	Flashcards p.012 Grammar presentation p.012 Grammar practice
<ul style="list-style-type: none"> <i>¿Cuándo es tu cumpleaños?</i> 	Saying when your birthday is Using numbers and the alphabet GRAMMAR: Present tense of the verb 'tener.'	Giving the birthdays of important UAE figures.	A self-assessed dialogue.
<ul style="list-style-type: none"> <i>¿Tienes mascotas?</i> 	Talking about your pets Making adjectives agree with nouns GRAMMAR: Making adjectives agree with nouns. adjective forms (masculine and feminine, singular and plural)	Using language specific to one's own life. Continuing basic conversation development.	Peer- Assessed listening and Reading practice.
<ul style="list-style-type: none"> <i>Cómo soy...</i> 	To be able to use the language above in an extended writing task of 50-90 words.	Real life UAE scenarios brought to life in Spanish.	Writing a text for a time capsule Adding variety to your writing
<u>Mi Mismo</u> <u>Me, Myself and I.</u>			
<i>¿Qué te gusta hacer?</i>	Saying what you like to do GRAMMAR: Giving opinions using <i>me gusta</i> + infinitive	Giving details about what extracurricular activities, you take part in.	Student survey, MWB verb manipulation.
<i>¿Cantas karaoke?</i>	Saying what you do in your spare time GRAMMAR: Using <i>-ar</i> verbs in the present tense	Activities in the UAE.	MWB sentence building. Questioning.
<i>¿Qué haces cuando llueve?</i>	Talking about the weather Using <i>cuando</i> (when)	Links to a local news channel in the UAE. Students can access a real life weather report and explain it in Spanish.	A role play based on a weather report.

<p><i>¿Qué deporte haces?</i></p>	<p>To be able to understand how to use the present tense with regular verbs to express what we do. GRAMMAR: present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)</p>	<p>Popular recreational activities in the UAE.</p>	<p>Sentence development- marking and feedback.</p>
<p><i>¿Eres fanático?</i></p>	<p>To be able to read and understand complex texts about other people's interests. GRAMMAR: Use of 'a' and 'le' when describing other people's opinions.</p>	<p>Communicating about one's own life.</p>	<p>Teacher summative assessment of student language development.</p>
<p>• Presentación- Mi Mismo. Presentation- Me, Myself and I.</p>	<p>To be able to use all the language studied in term one in a spoken presentation about oneself.</p>	<p>Communicating about one's own life.</p>	<p>Teacher summative assessment of student language development Speaking assessment. Reading assessment.</p>

Term 2	Subject: Spanish	Year Group: 7	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
<u>Mi Familia</u> <u>My Family</u>			
<ul style="list-style-type: none"> Los miembros de mi familia. The members of my family. 	To be able to talk about who I have in my family.	UAE Royal Family as stimulus- members. Students' family as context.	3 stage questioning. Peer assessed vocab game.
<ul style="list-style-type: none"> ¿Cómo se llaman? What are they called? 	To be able to talk about what my family members are called.	UAE Royal Family as stimulus- names. Students' family as context.	Silent sentences, student written work.
<ul style="list-style-type: none"> Los animales en mi familia. The animals in my family. 	To be able to talk about what animals we have or would like in my family and what they are called.	UAE Royal Family as stimulus- pets. Students' family as context.	3 stage questioning. Reading activity.
<ul style="list-style-type: none"> ¿Cómo son los miembros de tu familia? What are your family members like? 	To be able to talk about what people in my family look like, including height, build, eye and hair colour (re-visit term 1 sentence structure).	UAE Royal Family as stimulus- appearance. Students' family as context.	MWB sentence building and verb manipulation.
<ul style="list-style-type: none"> ¿Cómo son los miembros de tu familia? What are your family members like? 	To be able to talk about what my family members are like in terms of personality, develop with basic reasons.	UAE Royal Family as stimulus- personality. Students' family as context.	MWB sentence building. Written work (marking and feedback on development).
<u>Nuestra Vida Cotidiana.</u> <u>Our Daily Life.</u>			
<ul style="list-style-type: none"> Los trabajos de mi familia. The jobs of my family. 	To be able to talk about what jobs the members of my family do with basic reasons.	UAE important job roles.	Student vocabulary research.
<ul style="list-style-type: none"> Mi rutina diaria. My daily routine. 	To be able to use reflexive verbs to talk about my usual routine, including at what time.	Student's own life.	Storyboard using reflexives.
<ul style="list-style-type: none"> La rutina diaria de... The daily routine of... 	To be able to use reflexive verbs to compare my routine with someone in my family/UAE figure.	UAE important figure or student's own family.	MWB verb manipulation activities.
<ul style="list-style-type: none"> Te presento mi familia. Introducing my family. 	To be able to use all the language studied to do a piece of writing about my family (preparation).	Student writing about their family.	Summative written assessment. Peer assessed and re-drafted. Marked and graded.
<ul style="list-style-type: none"> Te presento mi familia. Introducing my family. 	To be able to use all the language studied to do a piece of writing about my family (assessment).	Student writing about their family.	Peer assessed and re-drafted. Writing assessment. Listening assessment.

Term 3	Subject: Spanish	Year Group: 7	
<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Real World / UAE Application</u>	<u>Assessment Methods</u>
<u>Mi Colegio es el mejor.</u> <u>My School is the best.</u>			
<ul style="list-style-type: none"> • Para tener éxito en el colegio necesito... To be successful at school I need... 	To be able to describe objects using different colours. To be able to talk about what things we need for school.	Basic school expectations- equipment.	Silent sentences. MWB games.
<ul style="list-style-type: none"> • Las instalaciones en mi colegio. The facilities at my school. 	To be able to describe nouns using a range of adjectives. To be able to talk about the facilities at school are like.	Feeling pride in our school and how lucky we are to have the facilities we have.	Speaking activity, peer assessment of descriptions.
<ul style="list-style-type: none"> • Las asignaturas que estudio. The subjects that I study. 	To be able to use the verb 'estudiar' to say what subjects I study on what days of the week (using sequencing).	Student real life timetable and subjects specific to FPS.	Masculine/feminine/plural of subjects activity.
<ul style="list-style-type: none"> • Mis opiniones de las asignaturas. My opinions of the subjects. 	To be able to talk about what subjects I like and don't like, and why.	Student opinions.	Student survey, MWB sentence development.
<ul style="list-style-type: none"> • Mis opiniones de mis profesores. My opinions of my teachers. 	To be able to talk about my opinions of my teachers, including explaining why.	Student opinions comparisons.	Student discussion and peer assessment.
<ul style="list-style-type: none"> • Mi Colegio es el mejor. My School is the best. 	To be able to develop a piece of writing using all the language studied about school.	Real life writing piece about FPS.	Peer assessment, marking and feedback, re-drafting and improvement.
<u>Mis días de colegio.</u> <u>My school days.</u>			
<ul style="list-style-type: none"> • Lo que hago después del colegio. What I do after school. 	To be able to use regular and irregular verbs in the present tense to talk about what I do when I get home from school.	UAE daily life activities.	MWB verb manipulation activities.
<ul style="list-style-type: none"> • Lo que hago después del colegio. What I do after school. 	To be able to use regular/irregular present tense alongside reflexives (understanding of difference) to talk about what I do before/after school.	UAE daily life activities.	MWB verb manipulation activities, sentence construction.
<ul style="list-style-type: none"> • EOY assessment preparation. 	To be able to use all the language studied this year in my EOY assessment.	All student relevant language.	Reading and Writing assessment.
<ul style="list-style-type: none"> • EOY assessment. 	To be able to use all the language studied this year in my EOY assessment.	All student relevant language.	Reading and Writing assessment.

• EOY film project.	To be able to use the language studied this year to make a film in Spanish.	Bringing language to life.	N/A
• EOY film project.	To be able to use the language studied this year to make a film in Spanish.	Bringing language to life.	N/A

