


# Sandbach School Spanish Curriculum

## Year 7 Spanish Curriculum Sequence

**Intent:** Develop an appreciation and love of language and its cultures • Understanding phonemes, phonics and intonation (accents) • Knowledge of a range of topics and language structures • Know how to read and listen to comprehension exercises and answer a variety of different styles of questions in English • Knowledge of how to write extended pieces on the different topics applying the learned structures • Consolidate and build on their knowledge of grammar and vocabulary • Know how to speak confidently and effectively by answering a variety of questions in the target language

### Key Stage 2 Curriculum

The national curriculum for languages aims to ensure that all pupils: understand and respond to spoken and written language from a variety of authentic sources - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an appreciation of a range of writing in the language studied.

<h3>HT1</h3> <p><b>Greetings and introductions</b> (Age, Birthday, Numbers, Hair and Eyes)</p>	<h3>HT2</h3> <p><b>Talking about others</b> (Where I live, Counting to 100, Family)</p>	<h3>HT3</h3> <p><b>Talking about others</b> (Family and Pets)</p>	<h3>HT4</h3> <p><b>Jobs</b> (What my parents do and comparatives)</p>	<h3>HT5</h3> <p><b>Possessions and Food</b> (Saying what I have and talking about the food I eat and the typical diet in Spain)</p>	<h3>HT6</h3> <p><b>End of Year Review/ Hispanoamérica Project</b> (Research and Presentation about a Spanish-speaking country)</p> 
<p><b>Why these modules?</b></p> <ul style="list-style-type: none"> <li>Students are eager to talk about themselves in the first instance. This content provides them with the foundations to do so.</li> </ul>	<p><b>Why These modules?</b></p> <ul style="list-style-type: none"> <li>Having now described themselves, they are keen to talk about others in their families and also their friends.</li> <li>Students are also keen to talk about where they live and even where they are from, as well as where their parents etc are from</li> </ul>	<p><b>Why These modules?</b></p> <ul style="list-style-type: none"> <li>Having now talked about who is their families, they can now start to describe them and even themselves with hair, eyes, stature etc.</li> <li>They can talk about pets they have and for those who don't, can say what pets they would like</li> </ul>	<p><b>Why These modules?</b></p> <ul style="list-style-type: none"> <li>Students like to talk about what their parents do</li> <li>They also like to give comparisons saying their brother is bigger than their dad, or their mother is smarter than their father etc.</li> </ul>	<p><b>Why These modules?</b></p> <ul style="list-style-type: none"> <li>Students like to talk about their likes and dislikes when it comes to food.</li> <li>They are also eager to know what is eaten in Spain and other Spanish-speaking countries</li> </ul>	<p><b>Why These modules?</b></p> <ul style="list-style-type: none"> <li>Students like to talk about what they want/would like/are going to do in the future</li> </ul>
<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>Transcribe words and phrases that they see / hear</li> <li>Speak coherently and confidently, with increasingly accurate</li> <li>Focus on pronunciation and intonation</li> <li>Understanding and responding to the written and spoken word.</li> <li>Identifying patterns / using knowledge of English or another language.</li> </ul>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>Transcribe words and phrases that they see / hear</li> <li>Speak coherently and confidently, with increasingly accurate</li> <li>Focus on pronunciation and intonation</li> <li>Understanding and responding to the written and spoken word.</li> <li>Identifying patterns / using knowledge of English or another language.</li> </ul>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>Transcribe words and phrases that they see / hear</li> <li>Speak coherently and confidently, with increasingly accurate</li> <li>Focus on pronunciation and intonation</li> <li>Understanding and responding to the written and spoken word.</li> <li>Identifying patterns / using knowledge of English or another language.</li> </ul>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>Transcribe words and phrases that they see / hear</li> <li>Speak coherently and confidently, with increasingly accurate</li> <li>Focus on pronunciation and intonation</li> <li>Understanding and responding to the written and spoken word.</li> <li>Identifying patterns / using knowledge of English or another language.</li> </ul>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>transcribe words and short sentences that they hear with increasing accuracy</li> <li>initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> <li>speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> </ul>	<p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>identify and use structures which convey the present/opinions/reasons as appropriate to the language being studied</li> <li>use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</li> <li>use accurate grammar, spelling and punctuation.</li> </ul>
<p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Transition phase - To introduce pupils to the TL through the explicit teaching of phonics and the alphabet.</li> <li>To be able to be able to give and understand personal information</li> <li>To be able to describe physical appearance</li> <li>To be able to count from 1-31., say the date &amp; day of the week</li> <li>To be able say how old you are and when your birthday is</li> </ul>	<p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to name countries and nationalities and say where you come from and live.</li> <li>To be able to count up to 100 and use these numbers to say how old someone is</li> </ul>	<p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able use a wide range of adjectives and comparatives to describe themselves and others</li> <li>To use colours to describe animals</li> </ul>	<p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able use the verb 'ser' and 'trabajar' to talk about other people's professions and to be able to say what they work as and where they work</li> <li>To begin using 'más', 'menos', 'tan/como' to compare people to each other</li> <li>Students can begin to give opinions for their relatives with the jobs they do</li> </ul>	<p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to talk about what food and drink they eat/drink and what they like/dislike using opinions and reasons</li> <li>To understand the differences between the diet in Spain and the diet in the UK</li> </ul>	<p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To learn about the wider Spanish-speaking world</li> <li>To learn how to compile research using the internet and how to present this to an audience</li> <li>All students will be given a country to research and present. That way, the students not only learn about their own country, but they learn about the others too in the presentation stage</li> <li>They can also apply their cross-curricular knowledge from the subjects that they study</li> </ul>
<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>Students have a varied knowledge of the TL which amounts to some words and phrases. None of them normally have had any coherent exposure to MFL in their prior learning. The transition phase is designed to pick up on their understanding thus far.</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>Students have used numbers up to 31 and should now be able to spot the patterns to be able to count up 100</li> <li>the verb 'tener' was used in the previous topic and can now be reused to talk about who they have in their family</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>Students have had practice of using 'tener' and can again be applied to this topic, but now they can use the 3<sup>rd</sup> person(s) to talk about others.</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>The verb 'ser', like 'tener', is extremely important at the beginning of their Spanish journey and they must be exercised, hence revisiting its use here for professions. Introcu</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>In the last topic they have looked at others' opinions, but now they get the chance to give their own with reasons</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>Students have learned a little about the culture of Spain with regards to food, but now they have the opportunity to learn about the wider Spanish-speaking world</li> </ul>