

Year 7

Pupils develop an understanding of the sound symbol correspondences in Spanish, their proficiency in highly frequent vocabulary and the most frequent forms of grammar; articles, adjectives, present tense verb forms in parts of the verb, question words and forming questions. Pupils will learn to describe people, places and locations, say what you and other people do, don't do and must do, talk about your family and begin to talk about future events.

| Week number | Themes/Topics | Key Knowledge and skills | Key assessments |
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| Autumn 1 (weeks 1 – 7) | Describing places and locations Saying what someone is like (at the moment) Saying what someone is like (in general) Saying what people have | Essential verbs ESTAR (to be, being) - location and mood SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation Flat intonation statements SSCs a; e; i; o; u (vowel sounds); l; ll Work on all four key skills – listening, reading, writing and speaking | Phonics check and cluster words vocabulary test. Mini grammar assessment. |
| Autumn 2 (weeks 8 – 14) | Saying what people do Saying what people don't do Numbers and talking about more than one thing | Present tense AR verbs (1ps, 2ps, 3ps) and infinitive negative 'no'; regular -ar verbs 1st person (-o), 2nd person, 3rd person singular (-a) in present tense TENER - tengo, tienes, tiene; plural nouns with -es; plural nouns with -s; negative 'no' hay; singular & plural indefinite article (un/una/unos/unas); plural nouns with -s; plural nouns with -es hay [*to introduce the noun(s)]; es, son [*to refers back to them]; adjective number agreement -s (as complement to verb); adjective gender agreement -o, -a (now including abstract gender on nouns) SSCs ca; co; cu; cue, cua, cui, ce; ci Work on all four key skills – listening, reading, writing and speaking | Phonics check and cluster words vocabulary test. Mini grammar assessment. |
| Spring 1 (weeks 15 – 20) | Saying what's around you | gender agreement on adjective article (un/a); plural indefinite article (unos/unas) HAY (contrasted with tiene) | Phonics check and cluster words vocabulary test. |

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| | <p>Describing what's around you</p> <p>Talking about the location of things</p> <p>Describing a place</p> | <p>1pp and 3pp SER to describe</p> <p>Adjective agreement (number)</p> <p>definite article in singular (el/la); está (+ location)</p> <p>definite article in plural (los/las); es; son; number</p> <p>SSCs z; que; qui; ga; go; gu; (hard g) ge; gi; (soft g); j</p> <p>Focus on reading and writing skills</p> | <p>Mini grammar assessment.</p> <p>Reading and writing skills assessed.</p> |
| <p>Spring 2 (weeks 21 – 26)</p> | <p>Giving and wanting (festive seasons)</p> <p>Talking about family</p> <p>Describing what places have (Spanish speaking world)</p> | <p>DAR - doy, das, da; QUERER - quiero, quieres, quiere; singular indefinite</p> <p>Work with challenging text: La plaza tiene una torre (Antonio Machado); doy/das/da; quiero/quieres/quiere</p> <p>TENER - tengo, tienes, tiene; tenemos, tienen; es; son; adjective agreement; number agreement</p> <p>order of nouns and adjectives; tiene; tienen; soy; es; son; hay; está (+ location)</p> <p>SSCs n; ñ; v; b; r; rr; h; revisit vowel sounds; l; ll</p> <p>Work on all four key skills – listening, reading, writing and speaking</p> | <p>Phonics check and cluster words vocabulary test.</p> <p>Mini grammar assessment.</p> |
| <p>Summer 1 (weeks 27 – 32)</p> | <p>Asking and answering questions</p> <p>Talking about what you do with other people</p> <p>Describing what people can do</p> <p>Describing what people must do</p> | <p>Question words cuándo, cuánto, cuál, quién</p> <p>HACER (1ps, 2ps, 3ps) Qué, dónde, cómo, quién, HAY</p> <p>Present tense AR verbs (1pp)</p> <p>Modal verbs PODER, (1ps, 2ps, 3ps + infinitive)</p> <p>Questions with raised intonation</p> <p>Modal DEBER, PODER, QUERER (1ps, 2ps, 3ps)</p> <p>ESTAR (1pp, 3pp) for location</p> <p>SER (1pp, 3pp) to describe traits and personality</p> <p>3ps AR verbs and work with a challenging text: Un hombre sin cabeza (Armando José Sequera)</p> <p>SSCs revisit ca; co; cu; cue, cua, cui, ce; ci; que; qui; ga; go; gu; (hard g) ge; gi; (soft g); j; n; ñ; v; b; r; rr; h</p> <p>Focus on listening and speaking skills</p> | <p>Phonics check and cluster words vocabulary test.</p> <p>Mini grammar assessment.</p> <p>Listening and speaking skills assessed.</p> |
| <p>Summer 2</p> | <p>Places and location</p> | <p>Recapping the main grammar point from the year in the same contexts and within new context.</p> | <p>Phonics check and cluster words vocabulary test.</p> |

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| (weeks 33 – 38) | Saying what someone is like now v in general Describing activities | e.g. the use of ser and estar to describe people and places Work on all four key skills – listening, reading, writing and speaking | Mini grammar assessment. Mini project. |
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