



Spanish

Key Stage 3 Framework for Learning

Year 7 2016-2017: Future Foundations


First 2 weeks

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| Knowledge | <p>Cosmic</p> <p>Week 1 Greetings & Introductions Asking for each other's names & answering to it. Asking what someone else's name is (como se llama él/ella? + answering using él / ella se llama Comment Qué tal? + answers Use the characters of cosmic to achieve the above (challenge: using SE LLAMAN)</p> <p>Week 2 Understanding 5 receptive classroom instructions The Spanish alphabet and to be able to ask to spell & spell your name + key phonics</p> |
| Skills | <p>Speaking Take part in simple conversations showing some ability to substitute words and phrases [F] Give short simple responses to what they see and hear [G]</p> |
| Assessment | <p>Week 1 Graded peer assessment of short dialogues on greetings & introductions.</p> |
| Reward & enrichment | |
| Character | |


Autumn 1

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| Knowledge | <p>Week 3 Numbers up to 31 + Months Asking and saying when your birthday is.</p> <p>Week 4 Asking people's age and saying your own. Understanding others' age (tengo/ tienes/ tiene) Challenge: tienen</p> <p>Week 5 Asking about and saying who's in my family & pets (key vocab + name + ages)</p> <p>Week 6 Description of family member (hair + eyes) = using tiene and tienen</p> <p>Week 7 The Geography of Spain (main cities, rivers, mountains & bordering countries).</p> |
| Skills | <p>Reading Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E] Identify and note main point and extract some details from short, simple texts. [F] Understand single words, short phrases and short, simple texts. [G]</p> |
| Assessment | <p>Week 3 Graded reading exercise (Birthdays)</p> <p>Week 6 Graded writing task (Description of family members)</p> |
| Reward & enrichment | <p>Week 6: After School Spanish speaking Film Club. Animated tales of the world: en español - la tienda de luis</p> |



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| Character | <p>QoS – Optimism Having and maintaining a positive outlook in the learning of a foreign language. Optimism in the positive of new (or new ish) new learning experiences and opportunities to broaden their horizons in the short term and future life.</p> <p>CV – Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be listened/ heard.</p> |  |
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Autumn 2

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| Knowledge | <p>Week 1 Describing myself Personality adjectives + negatives (no) (quantifiers) (adjectival agreements)</p> <p>Week 2 Describing others' Personality adjectives (sing and plural members: reintroduce ellos/ ellas tienen)</p> <p>Prepare revision handout for end of term exam</p> <p>Week 3 Asking and saying what I do to celebrate my birthday (present tense of high Frequency verbs using i and asking others)</p> <p>Week 4 Revision & To read and write about what others do to celebrate their birthday Introduction of he/she/ they of high frequency verbs.</p> <p>Weeks 5 & 6 End of term exam: Listening Speaking</p> <p>Week 6 Self-assessment / PLC</p> <p>Week 7 Talking about what you are planning to do for x mas (using the same frequency vbs in their infinitive forms) - introduce voy/ vas/ va</p> <p>Week 8 Christmas traditions in Spain and compare it British traditions.</p> | |
| Skills | <p>Speaking Take part in simple, structured conversations [E] Take part in simple conversations showing some ability to substitute words and phrases [F] Give short simple responses to what they see and hear [G]</p> | |
| Assessment | <p>Week 2 Graded listening task (describing myself and others)</p> <p>Weeks 5 & 6 End of term exam: Listening skill Speaking skill</p> | |
| Reward & enrichment | <p>Week 6: After School Spanish speaking Film Club.</p> <p>Mar adentro (12) Alejandro Amenábar, 2004</p> | |
| Character | <p>QoS – Empathy The ability to connect with each other in the classroom by communicating in pairs/ groups is a life skill; understanding different cultures to be able to make comparisons.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self- manage in their own learning.</p> |  |




Spring 1

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| <p>Knowledge</p> | <p>Week 1 Talking about the sports I play (jugar) Challenge : introduce he/ she</p> <p>Week 2 Talking about leisure activities (hacer) Challenge: introduce he/ she</p> <p>Week 3 Talking about what I like doing / not doing with reasons (challenge by introducing no soporto/ no aguanto /me chifla/me interesa/n)</p> <p>Week 4 To say what I did/ played (preterite)</p> <p>Week 5 To talk about what others did/ played (preterite)</p> <p>Week 6 To talk about what I didn't do/ didn't play</p> <p>Key skill: Contrasting statement (but/ however) and negative statements</p> |
| <p>Skills</p> | <p>Reading Demonstrate understanding of a range short and longer texts which include opinions and refer to the past or future as well as the present. [D] Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E] Identify and note main point and extract some details from short, simple texts. [F] Identify and use tenses or other structures which convey the present and past as appropriate to the French language</p> |
| <p>Assessment</p> | <p>Week 3 Graded writing (spare time activities)</p> <p>Week 6 Graded reading (what I did/ did not do)</p> |
| <p>Enrichment</p> | <p>Week 6: After School Spanish speaking Film Club.</p> <p>Mar adentro (12) Alejandro Amenábar, 2004</p> |
| <p>Character</p> | <p>QoS – Creativity & Curiosity Curious to try sports/ games that are popular in France (eg handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to more autonomous and</p> <div data-bbox="1385 1375 1501 1550" style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> </div> |

Spring 2

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| <p>Knowledge</p> | <p>Week 1 To understand key negatives and frequency words in the context of describing what others do/ play (reading and writing)</p> <p>Skills: understanding frequency words and negative sentences.</p> <p>Week 2 Talking about computers and mobiles</p> <p>Prepare revision handouts for end of term exam</p> <p>Week 3 To talk about extreme sports and typically Spanish sports.</p> <p>Weeks 4 End of term exams</p> |
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| | <p>Reading Writing</p> <p>Week 5 Easter in Spain.</p> |
| Skills | <p>Writing Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D] Write short text using mainly memorised language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes. [E] Write short sentences and respond to written texts by substituting words and set phrases. [F]</p> |
| Assessment | <p>Week 2 Graded listening task (mobiles/computers)</p> <p>Week 5 End of term exams: writing assessment</p> |
| Enrichment | <p>Week 6 After School Spanish speaking Film Club.</p> <p>Gente de bien (12) Franco Lolli, 2014</p> |
| Character | <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>  |


Summer 1

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| Knowledge | <p>Weeks 1 & 2 A brief intro to Spanish schools (day / subjects studied)</p> <p>Saying what I study and. Asking others what they study and say what I do / study at school (use no for negatives on slides too)</p> <p>Week 3 Asking what others like/ dislike and say what I like/ dislike with reasons.</p> <p>Week 4 Telling the time and to say what I have when</p> <p>Prepare revision handout for end of year exam</p> <p>Week 5 To describe my school day using WE (start/ finish/ have) connectives (reading and writing)</p> <p>Week 6 To describe qualities of teachers and reasons for likes and dislikes (Reading and Writing)</p> |
| Skills | <p>Listening Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E] Identify and note main points and extract some details from simple language [F]</p> |
| Assessment | <p>Week 1 Graded Listening_task (texts about what people study)</p> <p>Week 5 Graded writing_task (Qualities of teachers and reasons for likes and dislikes)</p> |
| Enrichment | <p>Week 6 After School Spanish speaking Film Club.</p> <p>El último verano de la boyita (12) Julia Solomonoff, 2009</p> |



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| Character | <p>QofS – Practice & Resiliency</p> <p>CV – Self-Help Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when need be.</p>  |
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Summer 2

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| Knowledge | <p>Week 1 To use key future phrases to talk about future studies. Use: I want/ I am going to / I would like + infinitive</p> <p>Prepare revision handouts for end of term exam</p> <p>Week 2 To read and understand text in 2 key tenses: topic school</p> <p>Week 3 End of year exams Listening Reading Writing</p> <p>Week 4 & 5 ELE week Self-assessment/ PLC</p> <p>Week 6 Tourism in France Le Tour de France Or Les fêtes de la musique</p> <p>Week 7 Presentation of Project</p> |
| Skills | <p>Speaking Take part in short conversation on a range of topics, describing, informing, expressing opinions and giving reasons. Refer to the past, or future, as well as the present. [D] Take part in simple, structured conversations. [E] Take part in simple conversations showing some ability to substitute words and phrases [F]</p> |
| Assessment | <p>Week 2 Graded reading task (about school, 2 tenses)</p> <p>Week 3 & 4 End of year exams 3 skills (listening, reading & writing)</p> |
| Enrichment | <p>Week 6 After School Spanish speaking Film Club.</p> <p>La jaula de oro (12) Diego Quemada Díez, 201</p> |
| Character | <p>QofS – Motivation</p> <p>CV – Self-Responsibility Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them</p> <p>CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.</p>  |