



## Spanish

### Key Stage 3 Framework for Learning

#### Year 7 2017-2018: Future Foundations


#### First 2 weeks

<b>Knowledge</b>	<p>Cosmic</p> <p>Week 1 Greetings &amp; Introductions Asking for each other's names &amp; 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 &amp; spell your name and key phonics.</p>
<b>Skills</b>	<p>SPEAKING</p> <p>Take part in simple conversations showing some ability to substitute words and phrases Give short simple responses to what they see and hear.</p>
<b>Assessment</b>	
<b>Cultural enrichment</b>	<p>Fact file about Spain: 10 KEY INTERESTING FACTS ABOUT FRANCE OR A REGION OF SPAIN. Students to share findings in class as a starter tasks.</p>
<b>Character</b>	

#### Autumn 1

<b>Knowledge</b>	<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><u>PREPARE REVISION HANDOUT FOR AUTUMN TERM PROGRESS TEST</u></p> <p>Week 5 Asking about and saying who's in my family &amp; 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 &amp; bordering countries.</p>
<b>Skills</b>	<p>READING</p> <p>Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language. Identify and note main point and extract some details from short, simple texts.</p> <p>Understand single words, short phrases and short, simple texts.</p>
<b>Assessment</b>	<p>Marking point 1</p> <p>Writing task on birthdays PowerPoint - <a href="#">Slide 50</a>.</p>





	<p>Marking point 2 Reading comprehension task: True / False / Not mentioned.</p> <p>Marking point 3 Reading comprehension: Q/A IN English.</p>
<b>Cultural enrichment</b>	<p>Main Geographical features of France: bordering countries, rivers &amp; mountain range</p> <p>Week 6: After School Spanish speaking Film Club.</p> <p>ANIMATED TALES OF THE WORLD: EN ESPAÑOL - LA TIENDA DE LUIS.</p>
<b>Character</b>	 <p>QoFS – Optimism Having and maintaining a positive outlook in the learning of a foreign language. Optimism in the positive of new (or newish) 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>
<b>Autumn 2</b>	
<b>Knowledge</b>	<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>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 &amp; 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 Progress test Listening. Reading.</p> <p>Self-assessment / PLC + Feedback loops.</p> <p>WEEK 6 &amp;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>
<b>Skills</b>	<p>SPEAKING Take part in simple, structured conversations. Take part in simple conversations showing some ability to substitute words and phrases. Give short simple responses to what they see and hear.</p>
<b>Assessment</b>	<p>Marking point 1 Writing task: ¿qué haces? - <a href="#">Slide 9</a>.</p> <p>Marking point 2 &amp; 3 Progress Test: Reading &amp; listening comprehension skills.</p>



<b>Cultural enrichment</b>	<p>Christmas Traditions in Spain and some key regional differences.            Week 6:            After School Spanish speaking Film Club.            Mar adentro (12) Alejandro Amenábar, 2004.</p>
<b>Character</b>	<div data-bbox="437 423 512 506" data-label="Image"></div> <p>QoS – Empathy            Caring for Others, Equality, Equity            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 and thus develop empathy.</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>
<b>Spring 1</b>	
<b>Knowledge</b>	<p>Week 1            Talking about the sports I play (jugar).            Challenge: introduce he/ she/ they.</p> <p>Week 2            Talking about leisure activities (hacer).            Challenge: introduce he/ she/ they.</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).   <u>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST</u></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>
<b>Skills</b>	<p>READING            Demonstrate understanding of range short and longer texts which include opinions and refer to the past or future as well as the present.            Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language.            Identify and note main point and extract some details from short, simple texts.</p>
<b>Assessment</b>	<p>Marking point 1            Translation task on sports.</p> <p>Marking point 2            Writing task: ¿Qué hiciste? - <u>Slide 28</u>.</p> <p>Marking point 3            Reading comprehension &amp; writing tasks on the PRETERITE TENSE.</p>
<b>Cultural enrichment</b>	<p>Sports in Spain and differences of sports played in French schools.            Week 6:            After School Spanish speaking Film Club.            Mar adentro (12) Alejandro Amenábar, 2004.</p>



<b>Character</b>	  <p>QoS – Creativity &amp; 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 better understanding of assessment criteria and independence.</p>
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## Spring 2

<b>Knowledge</b>	<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>Weeks 2 &amp; 3</p> <p>Progress test. Listening Writing and Self-assessment / PLC + Feedback loops.</p> <p>Talking about computers and mobiles.</p> <p>Week 4 To talk about extreme sports and typically Spanish sports.</p> <p>Week 5 Easter in Spain.</p>
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<b>Skills</b>	<p><b>WRITING</b></p> <p>Write short texts giving and seeking information and opinions, referring to the past or future as well the present. 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. Write short sentences and respond to written texts by substituting words and set phrases.</p>
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<b>Assessment</b>	<p>Marking point 1 Translation - <a href="#">Slide 19</a>.</p> <p>Marking point 2 &amp; 3 Progress Test (Listening comprehension &amp; writing).</p>
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<b>Cultural enrichment</b>	<p>Easter traditions in Spain. Week 6: After School Spanish speaking Film Club. Gente de bien (12) Franco Lolli, 2014.</p>
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<b>Character</b>	  <p>QoS – Responsibility &amp; 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 &amp; 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>
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## Summer 1




<b>Knowledge</b>	<p>Weeks 1 &amp; 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><u>PREPARE REVISION HANDOUT FOR SUMMER TERM PROGRESS TEST.</u></p> <p>Week 4 Telling the time and to say what I have when</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>
<b>Skills</b>	<p><b>LISTENING</b> Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language.</p> <p>Identify and note main points and extract some details from simple language.</p>
<b>Assessment</b>	<p>Marking point 1 Translation into Spanish “At school”</p> <p>Marking point 2 “Telling the time” <u>Slide 30 - Translation into English</u></p> <p>Marking point 3 Reading comprehension task. “My school” Q&amp; A in Spanish.</p>
<b>Cultural enrichment</b>	<p>Spanish schools: differences in timetable and schools studied</p> <p>Week 6: After School Spanish speaking Film Club. El último verano de la boyita (12) Julia Solomonoff, 2009.</p>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Practice &amp; Resiliency</p> <p>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>

## Summer 2

<b>Knowledge</b>	<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><u>PREPARE REVISION HANDOUTS FOR END OF TERM EXAM</u></p> <p>Week 2 To read and understand text in 2 key tenses: topic school.</p> <p>Weeks 3 &amp; 4</p>
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	<p>Progress Test. Speaking. Listening. Reading.</p> <p>Week 5 ELE week. Self-assessment/ PLC + Feedback loops.</p> <p>Week 6 Tourism in Spain. Bullfighting debate.</p> <p>Week 7: Presentation of Project.</p>
<b>Skills</b>	<p><b>SPEAKING</b> 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. Take part in simple, structured conversations. Take part in simple conversations showing some ability to substitute words and phrases.</p>
<b>Assessment</b>	<p>Marking point 1, 2, 3 Reading comprehension test. Listening comprehension test. Speaking.</p>
<b>Cultural enrichment</b>	<p>Bull fighting traditions in Spain. Week 6: After School Spanish speaking Film Club. La jaula de oro (12) Diego Quemada Díez, 2011.</p>
<b>Character</b>	 <p>QofS – Motivation 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>