



Spanish Year 7 Long term plan 2020/2021

Autumn Term 1 st Half	Autumn Term 2 nd Half
<p>Recap VOWEL SOUNDS AND FULL ALPHABET</p> <p>Recap TENGO (I have) with EN MI ESTUCHE (in my pencil case) and introduce TIENE (he/she has)</p> <p>Recap PETS – practice singular/plurals/ gender and TENGO/TIENE</p> <p>Recap colours and adjectival agreements.</p> <p>Introduce INTENSIFIERS – muy (very) un poco (a bit) bastante (quite)</p> <p>CULTURE – South American animals – make a poster after research</p> <p>Introduce COMPRO (I buy) and COMPRA (he, she buys) and FRUIT/VEGS revision and compare with ME LLAMO</p> <p>Introduce snacks and BEBER AND VIVIR, first and third persons</p> <p>Introduce VIVIR (to live) – using VIVO (I live) and VIVE (he, she lives)</p> <p>CULTURE – discovering Spanish snacks and cooking activity</p>	<p>RECAP personal information; opinions about snacks</p> <p>Introduce SER (to be) – using SOY (I am) and ES (he, she is) with adjectives</p> <p>CONNECTIVES – Y (and), tambien (also, too) and pero (but)</p> <p>Recap NUMBERS 1-15, and SAYING age using TENGO</p> <p>Recap NUMBERS 15-31 – practice numbers 1-31 to say BIRTHDAY</p> <p>Introduce FAMILY – brothers and sisters</p> <p>REVIEW of all personal information vocabulary and structures</p> <p>TIME CAPSULE – summative assessment of personal information</p> <p>CULTURE – comparing XMAS customs and introducing vocabulary</p> <p>Hispanic Christmas carols</p>

Spring Term 1 st Half	Spring Term 2 nd Half
<p>CULTURE – cooking activity – Epiphany cake</p> <p>FREE TIME – using ME GUSTA (I like + verb) expressing range of likes/dislikes</p> <p>EXTENDING knowledge of AR verbs – first and third person singular (I and he/she)</p> <p>Introduce WEATHER phrases and use with CUANDO (when) to link free time verbs</p> <p>SEASONS – comparing activities in England and South America</p> <p>HACER – to do - linking with SPORTS – using HAGO and HACE (first and third persons)</p> <p>JUGAR – to play – linking with SPORTS using JUEGO and JUEGA (first and third persons)</p> <p>CULTURE – research and presentation about Spanish personality and acting out interviews – role play</p>	<p>RECAP – DAYS OF WEEK to link with sports activities</p> <p>QUESTION WORDS – link with free time and sports</p> <p>Summative assessment – Free time activities</p> <p>TIME – lesson times; comparing English and Spanish schools</p> <p>SUBJECTS and ESTUDIAR (to study) estudio and estudia (I, he, she) and introduce WE form of AR verbs (we study)</p> <p>OPINIONS and school subjects – RECAP of ME GUSTA</p> <p>SCHOOL – building and facilities using HAY, NO HAY (There is, there are, there isn't and there aren't)</p> <p>CULTURE – Easter in Spain 7 cooking activity</p>
Summer Term 1 st Half	Summer Term 2 nd Half
<p>EL RECREO – break at school – snacks and drinks and use BEBO (I drink), COMO (I eat) and activities – LEO (I read) and JUEGO (I play) HABLO (I talk)</p> <p>CULTURE – life in a Mexican school and cooking Mexican food</p> <p>MY IDEAL SCHOOL – consolidation activity</p> <p>Summative assessment – school topic</p> <p>LINK WITH TWIN SCHOOL – VALENCIA -Swap personal details and school information – by email</p> <p>TWIN SCHOOL – VIDEO link</p>	<p>MI FAMILIA Y MIS AMIGOS (my family and friends)</p> <p>Recap TENGO/TIENE (I have, he/she has) with Introduction of PERSONAL DESCRIPTIONS – eyes, hair, glasses</p> <p>LA CASA, EL PISO (house, apartment) – introducing ESTAR (to be when used with location) compare Norfolk with Spain and South America</p> <p>TWIN SCHOOL email and video links – compare family portraits and where you live</p> <p>Summative assessment – Family, friends and where you live</p> <p>CULTURE – ask Valencian school for paella recipe for cooking activity</p> <p>Spanish festivals – research and produce posters</p>

Subject to COVID-19 restrictions and guidelines