



Year 7 Spanish Course Outline Mira 1

| Students have 3 lessons per cycle/fortnight Homework is set every 2 lessons | | | |
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| Term | Topic and approximate duration | Key learning areas | Homework Tasks inc Teacher marked Students will be guided by the class teacher as to which level to complete (|
| Autumn Term | AUTUMN 1 Vamos (8 weeks) | Students should be able to: introduce themselves; say what they going to do in the lesson; use vamos a and infinitive; ask and understand questions in the Spanish classroom; say what is in your school bag (indefinite and definite articles); say and understand dates of birthdays; be able to spell words in Spanish and understand others spelling words. | Task 1. Learn vocabulary. (P.24 “saludos “and “tú y yo”). Task 2. Learn numbers (P.24). Task 3. Write a conversation about meeting someone for the first time. Task 4. TEACHER HWK: BIRTHDAYS SHEET Task 5. Write about a space classroom and the items found there for display – title= “Una clase en espacio” (use p25 “in the classroom” vocabulary to help). Task 6. P23 exercises 5, 6 and 7. Task 7. Revise all vocabulary pages 24-25 for listening and reading landmark assessments in week 8. |
| | Nature of landmark assessment | Reading and listening assessment on “vamos”. | |
| | AUTUMN 2 En el instituto (7 weeks) Mi familia | Students should be able to: talk about subjects and the timings of the school day; give detailed opinions of subjects and teachers with justification using regular present tense to say what they do in different lessons; give opinions of subjects, teachers and canteen food using qualifiers and simple connectives and use a range of adjectives and time phrases. Students should be able to: describe family members’ physical appearance and personalities; use possessive pronouns correctly; | Task 1. Learn subjects (P42 “las asignaturas”. Task 2. Write 10 opinions on subjects. Task 3. Write timetable in Spanish. Task 4. Learn names of “snacks” (P.43). Task 5. TEACHER HWK: WRITING ABOUT SCHOOL Task 6. Revise vocabulary on pages 42-43 for speaking and reading assessments. Task 1. Learn family vocabulary “mis hermanos” (P. 60). |

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| | | <p>understand more complex descriptions of people using qualifiers and a range of connectives; character adjectives; describe pets using colours and personality adjectives; form plurals correctly.</p> | <p>Task 2. Describe a famous family for display (ie: The Simpsons). Task 3. Learn adjectives (P.61 What are you like?). Task 4. Learn names of pets (P.60 – 61). Task 5. Write a description of a real or imaginary pet.</p> |
| | Nature of landmark assessment | Speaking and reading assessment | |
| Spring Term | SPRING 1 En casa (6 weeks) | Students should be able to: describe where they live giving details about their house and what you do there, understand the future tense to say where they would like to live in the future; use a range of types of accommodation, rooms, items in bedroom, gender of nouns, prepositions to describe where items are situated; use me gustaría and infinitive to describe where they would ideally like to live when you are older. | Task 1. Learn countries and types of house and area (P78 – “where do you live?”). Task 2. P76 exercises 1-3. Task 3. Write a paragraph about activities you do in 5 different rooms in a house. Task 4. TEACHER HWK: GRAMMAR SHEET VIVIR Task 5. Write a rap or song about your bedroom in Spanish. Task 6. Learn prepositions (P.79) and revise landmark assessment. |
| | Nature of landmark assessment | Writing and reading assessment on “mi familia”. | |
| | SPRING 2 El tiempo libre (6 weeks) | Students should be able to: talk about hobbies and using future tense to give plans; explain sports and free time activities they do and don’t do, how often and who with, using present tense verbs; say which activities they like and dislike doing and why use the near future tense to describe what you are going to do next week or next weekend; recognise a range of time phrases for describing what they have done; say what you normally do and what you are going to do in future. | Task 1. Learn free time activities (p96). Task 2. Write 10 opinions on sports. Task 3. P94 exercises 1-4. Task 4. Write a letter about hobbies to imaginary penfriend. Task 5. TEACHER HWK: LA HORA SHEET Task 6. Revise modules 1-5 for assessment week and P95 exercises 5-7 complete to aid revision. |
| | Nature of landmark assessment | Reading and listening assessment on “en casa”. | |
| Summer Term | SUMMER 1 En la ciudad (6 weeks) | Students should be able to: describe their town and what there is to do there using past and future together to describe past and future plans; know and use a range of weather types; describe places in your town and say where they are going to go on the weekend; describe what they did last weekend using a range of time phrases, opinions and | Task 1. Write 10 comparative sentences (P.99 “Gramática” box). Task 2. Learn places in town (P.114 “In town”). Task 3. TEACHER HWK: EN MI CIUDAD SHEET Task 4. Learn formation of future tense. Task 5. Write about what the student did last |

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| | adjectives. | weekend and plans for next weekend. Task 6. Revise module 6 for final landmark assessment. |
| Nature of landmark assessment | Listening, reading and writing on “el tiempo libre”. | |
| SUMMER 2 LAS FIESTAS DEL MUNDO HISPANO | Students should be able to: Describe a range of different festivals and customs from the Spanish speaking world. Use a range of opinion phrases and adjectives to express their opinion about the festivals, use the future tense and conditional tense to talk about where they would like to go, compare customs to those in the UK, research and create a short presentation about their favourite festival. | |
| Nature of landmark assessment | Listening and speaking assessment on “en la ciudad”. | |