

Year 7 Big Picture – Spanish

<p style="text-align: center;">Autumn 01 Weeks (7 weeks)</p>	<p style="text-align: center;">Autumn 02 Weeks (8 weeks)</p>	<p style="text-align: center;">Spring 01 Weeks (6 weeks)</p>
<p>Content– Me presento</p> <p>During this first unit, students are going to be able to understand the basic of the Spanish language. An introduction to the Spanish speaking world in its diversity is going to be given. Students will be able to introduce themselves in the target language, as well as express how they are feeling, their age and where they are from. To promote the target language in the classroom, classroom commands and requests are going to be taught in order to achieve the maximum use of target language. (1.1)</p> <p>Days of the week, months and season will take an important role while students learn how to say their birthday in the target language. Linked to their birthday, students will need to learn numbers up to 31. (1.2)</p> <p>Another important part in this first unit is going to allow students to express their likes and dislikes, by learning vocabulary related to activities, connectives, time phrases ect. (1.3)</p> <p>The last part of this unit will be linked to activities, but weather and time expressions will be included. (1.4)</p> <p>Finally, the grammar points taught during this unit will be: “ser”, “tener”, “estoy”, “me gusta” present tense of regular verbs, and some irregular verbs, such as “ir” or “hacer”.</p>	<p>Content– Mi familia</p> <p>During this second unit, students will learn about family. Students will be able to name their family members, and count to 100 (2.1) In order to speak about family students will need to learn about physical and character description, including colours and adjective agreement. (2.2)</p> <p>Another important part in this unit is going to be related to pets. Students will be able to learn about different animals and their characteristics and expressing future wishes about the animals they would like to have in the future. (2.4)</p> <p>Lastly, students will express what other people likes and dislikes, by learning vocabulary related to activities, connectives, time phrases ect. (2.3)</p> <p>Finally, the grammar points taught during this unit will be: “hay” “preferir” “tener”, “ser” “a ____ le gusta”, and present tense regular and irregular, mainly the third person singular. Adjective agreement will play an important rule during this unit.</p>	<p>Content – Mi colegio</p> <p>During this third unit, students will learn about school. Subjects and timetable will be taught. In order to give a proper vision of the timetable time in Spanish will be taught and days of the week will be revised. Express likes/dislikes and preferences and justifying them, increasing and consolidating previously learnt quantifiers, connectives etc will be an important part during this unit. Students will learn how to make simple comparisons and new vocabulary useful for the unit. (3.1)</p> <p>Teachers and their description (physical and character) will be important during this unit. (3.2)</p> <p>Another important part in this unit is about school description and its facilities. Students will learn how to describe their school and say what there is or there is not, as well as, saying what they would like to have in their school. (3.3)</p> <p>Finally, the grammar points taught during this unit will be: present tense, “ser”, “estar”, “tener”, “hay” “me gustaría” and comparison.</p>

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<p>Assessment Objectives</p> <p>Extended writing: script for an oral presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school).</p> <p>Achievement tests:</p> <ul style="list-style-type: none"> •Phonics: dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit. •Vocabulary: traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. •Grammar: gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject. <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (listening and speaking)</p>	<p>Assessment Objectives</p> <p>Extended writing answering:</p> <ul style="list-style-type: none"> •What your family is like •Describing a member of your family including what they like doing •What your personality is like •What animals you would like to have in the future <p>Achievement tests:</p> <ul style="list-style-type: none"> •Phonics: dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit. •Vocabulary: traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. •Grammar: gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions. <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (reading and writing)</p>	<p>Assessment Objectives</p> <p>Extended writing answering:</p> <ul style="list-style-type: none"> •what is your favourite subject and why •what do you think about your school •what you normally do during break •what are you going to do when you get home today <p>Achievement tests:</p> <ul style="list-style-type: none"> •Phonics: dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit. •Vocabulary: traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. •Grammar: gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions. <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (reading and writing)</p>
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<p><i>Spring 02</i> <i>Week (6 weeks)</i></p>	<p><i>Summer 01</i> <i>Weeks (5 weeks)</i></p>	<p><i>Summer 02</i> <i>Weeks (6 weeks)</i></p>
<p>Content– Mi colegio/ Donde vivo</p> <p>During this term, two different units will be taught. The last part of unit 3 “Mi colegio” and the first part of unit 4 “Donde vivo”</p> <p>To finish with unit 3, students will learn about activities that they can do after school or during break time. (3.4 and 3.5). Grammar point in order to finish with this unit will be the near future tense.</p> <p>To start with unit 4, students are going to learn key locations in order to point out where they live, how the landscape is. Students also need to express their preference and justifying them. (4.1)</p> <p>Another important part of this unit will be the description of the house, including the type of building, size, but also what kind of rooms they can find in their house. (4.2). Linked to this previous part, students are going to describe what they can find in their rooms, adverbs and prepositions of place will be taught during this part. (4.3)</p> <p>Finally, the grammar points taught during this unit will be: present tense, “estar”, “vivir”, “me gusta”, “prefiero”, “hay”,</p>	<p>Content –Donde vivo/revision</p> <p>During this term, the last part of unit 4 “donde vivo” will finish. Once this happens, revision before the end of the big test will take place.</p> <p>To finish unit 4, students will learn about what they can find in their town, different town facilities. A part from that, students will be able to describe what they can or cannot do in their town. (4.4)</p> <p>Furthermore, the conditional tense will use to express where you would like to live in the future. More complex tenses will be included. (4.5)</p> <p>The grammar points taught during this unit will be: “hay”, “poder” “querer” “me gustaría” and present tense.</p> <p>To get ready for the big test, revision will take place during this term. The four units will be revised, as well as, all the grammar points learnt through the year. Finally, in order to get ready for the end of year test, students will do some reading, writing and listing activities.</p>	<p>Content – La consolidación</p> <p>During this term, the main focus will be consolidated all the knowledge students have achieved during the whole year. The main focus will be vocabulary and grammar, as well as some speaking and listening activities.</p> <p>Groups activities will take place, to promote the practice of the role play (S) and the use of the writing in the target language.</p> <p>The grammar points during this unit will be: present tense, both regular and irregular, “ser”, “tener”, “hay”, “querer” “poder” “estar” “gustar” “preferir” and conditional.</p>

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Assessment Objectives	Assessment Objectives	Assessment Objectives
<p>Extended writing answering:</p> <ul style="list-style-type: none"> • where you live (house+area) • where you would like to live in the future and why <p>Achievement tests:</p> <ul style="list-style-type: none"> •Phonics: dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit. •Vocabulary: traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. •Grammar: gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions. <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of unit test (listening and writing).</p>	<p>Achievement tests:</p> <ul style="list-style-type: none"> •Phonics: dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit. •Vocabulary: traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. •Grammar: gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions. <p>Mini-test about grammar every three lessons.</p> <p>Proficiency tests: End of year assessments (listening, reading and writing).</p>	<p>Achievement tests:</p> <ul style="list-style-type: none"> •Phonics: dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit. •Vocabulary: traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness. •Grammar: gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions. <p>Mini-test about grammar every three lessons.</p>

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