

<p>No prior knowledge of Spanish assumed as students will be joining, having studied different languages at primary school. Some students will have some prior knowledge if they have studied Spanish before.</p> <p>Prior knowledge of grammatical terms from KS2 SATs assumed but re-covered.</p>	<ul style="list-style-type: none"> - Knowledge of masculine and feminine from Term 1 (talking about feelings). - Days of the week (introduced with writing the dates throughout term 1) 	<ul style="list-style-type: none"> - Opinion phrases from Term 2 (talking about school subjects) - Adjectives to justify opinions from Term 2 (talking about school subjects) 	<ul style="list-style-type: none"> - Adjectives to describe personality from Term 1 (what are you like?) - Opinion phrases from Terms 1&2. - Using 'hay' from Term 3 (places in town) - Using the verb ser from Term 1 (what are you like?) - Using the verb tener from Term 2 (Timetable) 	<ul style="list-style-type: none"> - Saying where you live from Term 1 (introductions) - Using il y a from Term 3 (places in town) - Adjectives to describe town from Terms 1&2 (what are you like? / My subjects) - Free time activities from Term 3 	<ul style="list-style-type: none"> - Opinion phrases from Terms 1&2. - Justifying opinions from Terms 1,2&3 - Numbers from Term 2 (school equipment)
<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>	<p>Why are we teaching this now?</p>
<p>Introduces:</p> <ul style="list-style-type: none"> - Key phonics needed for the rest of the academic year - Key vocabulary to initiate conversations - The fundamental verb ser - The fundamental verb estar - The fundamental concept of adjectival agreement <p>Gives students the confidence to speak in another language by starting with simple.</p>	<p>Introduces:</p> <ul style="list-style-type: none"> - The concept of grammatical gender - The fundamental verb tener - Opinion phrases required throughout every subsequent term - The idea of 'justifying opinions' which will be needed for students to access the highest marks when writing and speaking - Adjectival agreement 	<p>Introduces:</p> <ul style="list-style-type: none"> - The present tense which students will need to master to gain grades 4+. - The concept of conjugation which will appear throughout every year of study <p>Students will be able to combine knowledge of infinitives with prior knowledge of opinion phrases.</p>	<p>Practices:</p> <ul style="list-style-type: none"> - Adjectival agreement - Giving opinions - Numbers - The verb 'tener - The verb 'ser <p>Whilst introducing new vocabulary, much of the grammar underpinning this topic will have already been seen in Terms 1-3. This halfway point provides an opportunity to master and practise previous grammatical skills.</p>	<p>Practices:</p> <ul style="list-style-type: none"> - Adjectival agreement - Free time vocabulary - Places in town vocabulary - Key verb structure 'hay' <p>Introduces:</p> <ul style="list-style-type: none"> - Se puede + infinitive structure <p>Whilst introducing new vocabulary, much of the grammar underpinning this topic will have already been seen in Terms 1-4. This provides an opportunity for mastery.</p>	<p>Introduces:</p> <ul style="list-style-type: none"> - larger numbers necessary for progression into Year 8. - key role play skill required for GCSE speaking exam - a cultural topic into the final term of the year. - the use of formal language necessary for role plays

Term 1: The Basics

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 1: Introductions				
Hwo do we learn Spanish?	To discuss strategies to learn a different language	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> The different type of questions are: <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in with the correct phrase - Find the odd one out and justify why Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework task on	Term 1 MFL KO	Cultural: interest on different languages
What's your name? <i>¿Cómo te llamas?</i>	To be able to use greetings. To be able to ask for someone's name and give your own name. - Focus on 'll' phoneme		Term 1 MFL KO Expo 1 – Pg 6	Social: Building confidence in speaking aloud Cultural: Introducing popular Spanish names
Where do you live? <i>¿Dónde vives?</i>	To be able to say where you live. - Focus on 'v' phoneme To be able to ask where someone lives.		Term 1 MFL KO	Cultural: appreciation of different places and backgrounds Social: Showing interest for others
Topic 2: Talking about feelings				
How are you? <i>¿Cómo estás?</i>	To use 'estoy' to say how you are.	Ongoing use of low stakes assessment methods such as <ul style="list-style-type: none"> - MWBs to drill vocabulary and check for understanding. - Questioning 	Term 1 MFL KO Dynamo 1 – Pg 9 Expo 1 – Pg 6	Spiritual/Social: Talking about feelings
How do you feel today?	To use 'me siento' to say how you feel		Term 1 MFL KO	PSHE, Spiritual/Social:

¿Cómo te sientes hoy?	- To understand the idea of masculine and feminine changes to adjectives	Set up of students with www.sentencebuilders.com account ready to implement weekly homework.		Talking about feelings & mental health
Mid Term Assessment	Read aloud assessment: Students assessed on ability to pronounce key phonics studied this term. Reading assessment: students assessed on comprehension skills based on vocabulary studied this term.			
PIT	Students to work on EBI provided from Mid Term Assessment			
Topic 3: Describing yourself				
What are you like? ¿Cómo eres?	To use the verb 'ser to say I am. To correctly agree adjectives.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 1 MFL KO Dynamo 1 – Pg 16 Studio 1 – Pg 12	Spiritual: reflection on identity, self-awareness
When is your birthday? ¿Cuándo es tu cumpleaños?	To say what the date is and when a birthday is - Days of the week - Numbers up to 31 - Months	Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 1 MFL KO	BV; individual liberty and mutual respect

Term 2: School				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 4: School Equipment				
What's in your school bag? ¿Qué hay en tu mochila?	To know the items in our school bag. - Introduction of indirect articles To understand masculine and feminine gender. - Introduction of grammatical gender with nouns	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into Spanish - Spot the error	Term 2 MFL KO Expo 1 – Pg 8	PSHE: organisation, responsibility BV: mutual respect PSHE: numeracy confidence and problem solving
What colour is it? ¿De qué color es?	To know colours. To be able to agree colour adjectives.	Ongoing use of low stakes assessment methods such as	Term 2 MFL KO	

How many are there? ¿Cuántos hay?	To use numbers To use “hay” To understand plurals	MWBs to drill vocabulary and check for understanding. Weekly homework task on www.sentencebuilders.com	Term 2 MFL KO	
Topic 5: School Timetable				
What do you study? ¿Qué estudias?	To be able to say what school subject you study. - Introduction of direct articles To be able to say what subjects you have on what day of the week.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework task on www.sentencebuilders.com	Term 2 MFL KO Dynamo 1 – Pg 36-37 Studio 1 – Pg 28-29 Expo 1 – Pg 82-83	
Mid Term Assessment	Grammar assessment: Students assessed on ability agree colour adjectives. Listening assessment: students assessed on listening comprehension skills based on vocabulary studied this term.			
PIT	Students to work on EBI provided from Mid Term Assessment			
Topic 6: My subjects				
What is your favourite subject? ¿Cuál es tu asignatura favorita?	To be able to give positive and negative opinions.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework task on www.sentencebuilders.com	Term 2 MFL KO Dynamo 1 – Pg 36-37 Studio 1 – Pg 28-29 Expo 1 – Pg 82-83	Cultural: Opportunity to discuss differences in school subjects studied in Spain. - No RE compulsory - Geografía- Historia Spiritual: talking about preferences, critical thinking
Why? ¿Por qué?	To use adjectives to justify opinions. - Introduction of ‘porque es’ and ‘porque son’			

What are your teachers like? ¿Cómo son los profesores?	To use adjectives to describe teachers Use of intensifiers		Term 2 MFL KO	Social: respect when talking about others
Term 3: Free Time				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 7: What I like doing in my free time				
What do you like to do in your free time? ¿Qué te gusta hacer en tu tiempo libre?	To know different free time activities. To give positive and negative opinions about free time activities.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into Spanish - Spot the error Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework task on www.sentencebuilders.com	Term 3 MFL KO Term 3 MFL KO	Social: talking about hobbies and lifestyle Spiritual expressing preferences PSHE: healthy choices
Why? ¿Por qué?	To use adjectives to justify opinions.			
Topic 8: What I normally do in my free time				
What do you normally do? ¿Qué haces normalmente?	To use the present tense in the first person singular To use time expressions	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 3 MFL KO	Social: talking about hobbies and lifestyle

<p>What do they normally do?</p> <p><i>¿Qué hacen normalmente?</i></p>	<p>To use the present tense in the first person plural</p> <p>To use the present tense in the 3rd person singular</p>	<p>Weekly homework task on www.sentencebuilders.com</p>		<p>Spiritual expressing preferences</p> <p>PSHE: healthy choices</p> <p>BV: mutual respect</p>
<p>Mid Term Assessment</p>	<p>Writing assessment: Students to write 40-50 words on the topic of free time</p> <ul style="list-style-type: none"> - What do you normally do in your free time - What do you like to do and why - What do your friends do in their free time 			
<p>PIT</p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p>Topic 9: What's the weather like?</p>				
<p>What's the weather like?</p> <p><i>¿Qué tiempo hace?</i></p> <p>To be able to give positive and negative opinions.</p> <p>To use adjectives to justify opinions.</p>	<p>To know different seasons</p> <p>To know different types of weather</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on www.sentencebuilders.com</p>	<p>Term 3 MFL KO</p>	<p>Cultural: understanding differences on the weather in different places</p> <p>PHSE; organisation and decision based on critical thinking</p>
<p>What do you do when it's hot?</p> <p><i>¿Qué haces cuando hace calor?</i></p>	<p>To use subordinate clauses using 'cuando'</p> <p>To give free time activities</p>			

Term 4: Family

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 10: Who is in my family?				
Who is in my family? <i>¿Quién hay en tu familia?</i>	To be able to describe my immediate family. - Using 'hay' To be able to use possessive adjectives.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into Spanish - Spot the error Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 4 KO Term 4 KO	Spiritual: Talking about family and what makes us who we are
Who is in my family? Pt. 2 <i>¿Quién hay en tu familia? Pt. 2</i>	To be able to describe my extended family. To be able to use possessive adjectives.			
Topic 11: What is my family like?				
What are they like? Pt. 1 <i>¿Cómo son? Pt. 1</i>	To describe hair and eye colour. - To revise the verb tener	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 4 KO	BV: mutual respect Social: describing others respectfully
What are they like? Pt. 2 <i>¿Cómo son? Pt. 2</i>	To describe physical appearance. - To know vocabulary to cover height and weight - To revise the verb ser	Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 4 KO	
Mid Term Assessment	Reading and Listening Assessment: Assessment of receptive skills. Writing Assessment: Translation into Spanish			
PIT	Students work on EBI provided from Mid Term Assessment			

Topic 12: Who do I get on with?				
Do you get on with your family? <i>¿Te llevas bien con tu familia?</i>	To use the verb 'ser'. To correctly agree adjectives.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 4 KO	Spiritual: reflecting on identity and relationships
Why (not)? <i>¿ Por qué (no)?</i>	To be able to justify opinions - Revision of Term 1 vocabulary adjectives		Term 4 KO	

Term 5: My town

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 13: Where do you live?				
Where do you live? <i>¿Dónde vives?</i>	To be able to say where I live. To be able to use compass points to say where my town is.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into Spanish - Spot the error	Term 5 KO	BV: mutual respect Spiritual: reflecting on identity
What's your house like? <i>¿Cómo es tu casa?</i>	To be able to describe rooms in the house. To give a description of my house.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com	Term 5 KO	Cultural and social: understanding differences on how other's live

		account ready to implement weekly homework.		
Topic 14: What's in your town?				
What's in your town ? <i>¿Qué hay en tu pueblo?</i>	To say what there is and isn't in my town. - Using 'hay' and 'no hay'	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 5 KO	Spiritual: expressing opinions and reflecting on experiences and lifestyle BV: individual liberty
Where do you go at the weekend? <i>¿Adónde vas el fin de semana?</i>	To use the verb 'ir' - To use the preposition 'a'		Term 5 KO	
Mid Term Assessment	Writing Assessment: 40-50 words - Where do you live - What's your house like - What's your town like			
PIT	Students to work on EBI provided from Mid Term Assessment			
Topic 15: What's your region like?				
Whats your region like? <i>¿Cómo es tu región?</i>	To describe the region that I live in - Using 'hay' and 'no hay'	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 5 KO	Cultural: talking about Kent and what it has on offer for tourists
What are you going to do this weekend? <i>¿Qué vas a hacer este fin de semana?</i>	To be able to use the near future tense - Revision of Term 3 free time activities		Term 4 KO	

Term 6: Food and Drinks

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
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Topic 16: What do you like to eat and drink?

What do you like to eat and drink? <i>¿Qué te gusta comer y beber?</i>	To be able to give opinions about food. To know food and drink vocabulary.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into Spanish - Spot the error Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 6 KO	Cultural: Looking at differences between Spanish and English diets
What do you eat normally? <i>¿Qué comes normalmente?</i>	To know food and drink vocabulary.			
What are you going to eat for breakfast? <i>¿Qué vas a comer para el desayuno?</i>	To be able to talk about breakfast food. To use the near future tense.		Term 6 KO	PSHE: making healthy choices
Mid Term Assessment	Listening Assessment: Dictation Reading Assessment: Translation into English Writing Assessment: Translation into Spanish			
PIT	Students work on EBI provided from Mid Term Assessment			
Topic 17: How do I order in a café?				
What would you like? <i>¿Qué quieres?</i>	To be able to order in a café. To know Spanish snacks.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Set up of students with www.sentencebuilders.com account ready to implement weekly homework.	Term 6 KO	Cultural: Looking at different Spanish foods and drinks.
Topic 18: How much is that?				
How much is it? <i>¿Cuánto cuesta?</i>	To be able to ask for and give prices. - To use numbers up to 100.	Ongoing use of low stakes assessment methods such as	Term 6 KO	BV: Rule of law

		<p>MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with www.sentencebuilders.com account ready to implement weekly homework.</p>		<p>PSHE: financial awareness and numeracy confidence</p>
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