

TERM	CONTEXT	GRAMMAR	PHONICS (The sounds of Spanish)	Vocabulary
Autumn 1	<ul style="list-style-type: none"> • Describing places and location. • Saying what someone is like at the moment. • Saying what someone is like in general. • Saying what people have. • Saying what people do 	<ul style="list-style-type: none"> • Essential verbs <ul style="list-style-type: none"> • ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics • TENER (to have, having) (1st, 2nd, 3rd persons singular) • Indefinite articles, singular and plural nouns • Adjectives - gender and agreement • Yes/no questions with raised intonation • -AR verbs in the present <ul style="list-style-type: none"> • (1st, 2nd, 3rd persons singular) 	<ul style="list-style-type: none"> • Learn sounds for vowels in Spanish a, e, i, o, u • Contrast SSC 'l' and 'll' • Learn hard 'ca/co/cu' • Learn 'cu' + vowel 'cue/cua/cui' • Learn soft 'ce/ci' 	<ul style="list-style-type: none"> • Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. • High-frequency vocabulary relevant to given context. • Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.
Autumn 2	<ul style="list-style-type: none"> • Saying what people do and don't do. • Numbers (1 to 12) and talking about more than one thing • Saying what there is around you and describing it • Talking about the location of things • Describing a place • Giving and wanting (festive season and family) 	<ul style="list-style-type: none"> • Using 'no' to make a verb negative • HAY (vs 'TIENE') • son [SER], adjective (number, agreement with -s in relation to the verb) • Singular definite articles - el & la • Plural definite articles - los & las • DAR (to give, giving) <ul style="list-style-type: none"> - doy, das, da (plus noun) • Modal verb QUERER (to want, wanting) <ul style="list-style-type: none"> - quiero, quieres, quiere (plus noun) 	<ul style="list-style-type: none"> • Concentrate on pronunciation of 'z' • Learn SSC 'que' • Learn SSC 'qui' • Learn hard 'ga/go/gu' • Learn soft 'ge/gi' • Learn 'j' • Contrast SSC 'n' and 'ñ' 	<ul style="list-style-type: none"> • Consolidation and extension of vocabulary relevant to the given contexts. • Revisiting of verbs, nouns and adjectives in relation to locations and family members.

Spring 1	<ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions 	<ul style="list-style-type: none"> Adjective agreement (-o, -a, number) tenemos, tienen [TENER] Adjective position WH questions HACER (to do, make) (1st, 2nd and 3rd persons singular) 	<ul style="list-style-type: none"> Contrast SSC 'v' and 'b' Contrast SSC 'r' and 'rr' Silent 'h' Revisit 'a' and 'o' Revisit 'e' and 'l' Revisit 'u' 	<ul style="list-style-type: none"> Deepening vocabulary knowledge through work with a challenging text. Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) <ul style="list-style-type: none"> Question words
Spring 2	<ul style="list-style-type: none"> Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must, can</i> and <i>want</i> to do Places and locations Saying what people are like today vs in general 	<ul style="list-style-type: none"> -AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están [ESTAR] de + el → del vs de la somos, son [SER] 	<ul style="list-style-type: none"> Revisit 'l' vs 'll' Revisit hard 'ca/co/cu' Revisit 'cu' + vowel 'cue/cua/cui' Revisit soft 'ce/ci' 	<ul style="list-style-type: none"> Using a range of prototype -AR verbs Developing the verb lexicon (-AR verbs) and modal verbs
Summer 1	<ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) 	<ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions 	<ul style="list-style-type: none"> Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j' 	<ul style="list-style-type: none"> Deepening vocabulary and grammar knowledge through work with a challenging text. Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)

<p>Summer 2</p>	<ul style="list-style-type: none"> • Discussing what people do and don't do • Describing people and possessions • Describing when and where people go • Describing future plans 	<ul style="list-style-type: none"> • Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals • possessive adjectives (mi/mis, tu/tus) • IR (to go, going) - voy, vas, va • al vs a la - 'to' <p>IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural)</p>	<ul style="list-style-type: none"> • Revisit the contrast 'n' and 'ñ' • Revisit the contrast 'v' and 'b' • Revisit the contrast 'r' and 'rr' • Revisit Silent 'h' • Revisit the full range of SSC taught this year 	<ul style="list-style-type: none"> • Developing a verb lexicon (-ER and -IR verbs). <p>Deepening vocabulary and grammar knowledge through work with a challenging text</p>
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