

Birkdale High School		Autumn Half Term 2 Spanish Curriculum Map	
Unit: Spelling Programme		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To launch MFL weekly spelling programme</p> <p>To promote the importance of learning vocabulary as part of learning a new language</p> <p>To teach pupils how to learn and develop strategies for effective learning of new vocabulary</p>	<p>What does 'vocabulary' mean?</p> <p>Learn list 1 together as part of the lesson. Do a checklist of how other learners in the group used to learn weekly spellings in primary school</p> <p>LIST 1 (see spelling booklet in MFL shared area)</p>	<p>I can explain the term vocabulary</p> <p>I can discuss strategies to improve memory</p> <p>I can discuss 3 strategies to help learn new vocabulary</p> <p>I can use Quizlet to help me learn new vocabulary and weekly spellings</p>	
<b>Enabling Learning</b>	<b>Grammar</b>	<b>Phonics / root words</b>	
<b>Key Vocabulary</b>		<b>Wider Learning</b>	
<p><b>Tier 2: High frequency</b></p> <p>El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>		<p><b>Literacy:</b> discovering techniques to learn spellings.</p> <p>Recognising cognates/ near cognates</p>	

**Birkdale High School**

**Autumn Half Term 2 Spanish Curriculum Map**

**Unit: Understanding and giving the date**

**Year Group: 7**

<b>INTENT:</b> Aims of the Unit	<b>IMPLEMENTATION:</b> Knowledge and delivery	<b>IMPACT:</b> Assessment
<p>To understand and use dates in Spanish in order to deal with a transactional situation in a Spanish speaking context</p> <p>To be able to use high frequency questions ‘Cuál es...?’ during a conversation in a Spanish speaking context</p>	<p>Hoy/ es Days of the week/months of the year Numbers 1 - 31 ¿Cuál es la fecha hoy? El primer lunes el tres de mayo</p>	<p>I can say numbers 0 - 31 I can say the days the of the week I can say the months of the year I can ask what is the date today I can give today’s date in Spanish</p>
<b>Enabling Learning</b>	<b>Grammar</b>	<b>Phonics / root words</b>
<p>Recall ‘es’ introduced in Tier 2 high frequency vocabulary at the start of the unit.</p>	<p>el primer Intro: ‘es’ already seen está/highlight difference Lower case capitals when using months and days</p>	<p><b>Phonic sound: ‘I’</b> (primero/idea/sin/ir//lista) <b>Phonic sound: ‘U’</b> (uno/universo/lugar/mucho) <b>Phonic sound: ‘CUA’</b> (cuatro/cuadro) <b>Phonic sound: ‘CE’</b> (doce/cerca/centro/necesitar)</p>
<b>Key Vocabulary</b>		<b>Wider Learning</b>
<p><b>Tier 2: High frequency</b> El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>		<p><b>Mathematical:</b> recognising numbers 1 to 31. <b>Culture:</b> Latin based languages connect each day with one of the seven planets of the ancient times. Only Sunday is not linked to the planets.</p>

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Unit: Tener and age		Year Group: 7	
INTENT: Aims of the Unit		IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
To ask somebody their age To say how old they are To introduce TENER as a key verb		¿Cuántos años tienes? Tengo...años  Numbers 1 - 31 TENER – all forms	I can ask somebody their age I can say how old they are I can say the verb TENER means to have I can recognise and say all parts of the verb tener
Enabling Learning		Grammar	Phonics / root words
Recall numbers from the previous lesson in order to give one's age.  Recall high frequency question words such as 'Que/Cuantos'  Recall 'Tener' introduced in high frequency vocabulary at the start of the unit.		TENER un año Dos años The use of TENER as "To be" with age Proper nouns eg. <u>Juan</u> tiene....años	<b>Phonic sound: 'N'</b> (tener/ mano/planta/poner) <b>Phonic sound: 'CUA'</b> (cuantos/ cuatro/cuadro) <b>Phonic sound: 'Ñ'</b> (años/ señora/mañana/ niña) <b>Root words:</b> Tengo/ tener (latin word tenere)
Key Vocabulary		Wider Learning	
<b>Tier 2: High frequency</b> : El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay		<b>Literacy:</b> Recognising verb patterns. Recalling conjugation of key verb 'tener'	

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Unit: Saying when my birthday is		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
To ask somebody when their birthday is	¿Cuándo es tu cumpleaños?	I can say the days the of the week	
To give the date of their birthday	Mi cumpleaños es el....	I can say the months of the year	
To develop knowledge of the high frequency question '¿Cuándo?'	Numbers 1 - 31	I can ask someone when their birthday is	
	Feliz cumpleaños	I can say when my birthday is	
		I can wish someone a happy birthday	
Enabling Learning	Grammar	Phonics / root words	
Recall numbers and months of the year from Unit 'Understanding and giving date'	El primer	Phonic sound: 'Ñ' (años/ señora/mañana/ niña)	
Recall 'es' introduced in high frequency vocabulary at the start of the unit.	Key question ¿cuándo?	Phonic sound: 'CUA' (cuando/cuantos/ cuatro/)	
	Lower case capitals when using months and days	Root words:	
	Possessive adjectives	Feliz/ felicidad	
	mi/mis	Feliz - (latin word felix meaning to be happy)	
Key Vocabulary		Wider Learning	
Tier 2: High frequency		Mathematical: numbers 1 -31/ terms for mathematical symbols in Spanish	
El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay			

Birkdale High School		Autumn Half Term 2 Spanish Curriculum Map	
Unit: Describing Personality - SER & Adjectives		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
To talk about my personality to a friend during a visit to a spanish speaking country	SER all forms ¿Cómo eres?	I can name all forms of the verb SER meaning to be I can use the verb SER to say what I am like I can use the correct adjectival agreement	
To introduce pupils to high frequency verb SER in order to start to build sentences	Adjectives alto/grande/interesante/bajo/pequeno/ guapo/feo/aburrido/sincero/alegre/triste/		
To introduce pupils to adjectives and the concept of adjectival agreement in order to apply rules when describing everyday things	famoso/generoso/rico/pobre/gordo/ delgado/divertido/tranquilo/timido/tonto/ serio/simpatico/feliz/emocionante/listo		
Enabling Learning	Grammar	Phonics / root words	
Recalling 'soy' and 'es' and 'no es' introduced in Tier 2 high frequency vocabulary at the start of the unit.	Intro to SER all forms Adjectival agreement singular/plural + gender	<b>Phonic sound: 'GE'</b> (generoso/gente/gesto/)	
Recall question words introduced in previous units.	Some adjectives already seen with ESTAR Explain difference eg. serio + ser = personality. Serio + estar = feelings at that moment/current state / mood	<b>Root words:</b> Tranquilo/ tranquilidad (english word tranquil) Tímido (english word timid) emocionante/ emocionando	
Key Vocabulary		Wider Learning	
<b>Tier 2: High frequency</b> El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay		<b>Moral:</b> Accepting and being tolerant of each other's differences. <b>Literacy:</b> verbs patterns/ recalling conjugation of key verb SER	

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Unit: Describing Personality - Writing Extended Sentences			Year Group: 7
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To write longer sentences about personality</p> <p>To understand how connectives and intensifiers work</p> <p>To start to use connectives and intensifiers to add detail and more interest to sentences</p>	<p>Recall of SER all forms</p> <p>What is a connective?</p> <p>What is an intensifier?</p> <p>Pienso que</p> <p>Puedo ser...</p> <p>Mi amigo es....mi amigo puede ser</p> <p>Connectives: y/pero/porque/también</p> <p>Intensifiers: un poco / muy / bastante / demasiado</p>	<p>I can conjugate the verb SER</p> <p>I can recognise connectives in a sentence</p> <p>I can use a connective to add more detail to my work</p> <p>I can recognise intensifiers in a sentence</p> <p>I can use an intensifier in a sentence to add more detail to my work</p> <p>I can use third person verb structures to say what someone is like</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall and use connectives and intensifiers from previous lessons in order to extend sentences.</p> <p>Recall the verb 'ser' and list of adjectives to describe one's own personality and that of others.</p> <p>Recall rules regarding adjectival agreement.</p>	<p>Introduction to connectives and intensifiers</p> <p>SER</p> <p>Poder</p> <p>Negatives no...../nunca.....</p>	<p><b>Phonic sound: 'QUE'</b> (porque/pequeno/parque)</p> <p><b>Root words:</b></p> <p>amigo/ amistad/ amistoso</p> <p>Poder/ puedo</p>	
Key Vocabulary			Wider Learning
<p><b>Tier 2: High frequency</b></p> <p>El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>			<p><b>Literacy:</b> recognising verb patterns.</p> <p>Recall the conjugation of verb SER</p>