

Grammar content	Grammar: estar – estoy, estás, está, ser – soy, eres, es, gender and singular nouns, tener – tengo, tienes, tiene, plural nouns and indefinite articles (unos/unas), infinitive and 3rd person singular, regular ar verbs in the present tense 1st, 2nd, 3rd person singular	Grammar: negative 'no'; regular -ar verbs 1st person (-o), 2nd person (-as), 3rd person singular (-a) in present tense TENER - tengo, tienes, tiene; plural nouns with -es; plural nouns with -s; negative 'no' hay; singular & plural indefinite article (un/una/unos/unas); plural nouns with -s; plural nouns with -es hay [*to introduce the noun(s)]; es, son [*to refers back to them]; adjective number agreement -s (as complement to verb); adjective gender agreement -o, -a (now including abstract gender on nouns) definite article in singular (el/la); está (+ location) definite article in plural (los/las); es; son; number & gender agreement on adjective DAR - doy, das, da; QUERER - quiero, quieres, quiere; singular indefinite article (un/a); plural indefinite article (unos/unas)	Grammar: Work with challenging text: La plaza tiene una torre (Antonio Machado); doy/das/da; quiero/quieres/quiere TENER - tengo, tienes, tiene; tenemos, tienen; es; son; adjective agreement; number agreement order of nouns and adjectives; tiene; tienen; soy; es; son; hay; está (+ location) HACER - hago/haces/hace; es; son; hay; question words: cuándo, cuánto(s), cuál(es), quién(es), adjective number agreement; adjective gender agreement	Grammar: regular ar verbs: 1st person plural (-amos) PRESENT tense; -ar verbs 1st person singular (-o) PODER - puedo/puedes/puede + infinitive; yes/no questions with raised intonation versus 'flat' intonation for statements DEBER - debo/debes/debe + infinitive; PODER - puedo/puedes/puede; revisit QUERER quiero/quiere (+ infinitive); -ar verbs estamos, están for LOCATION; está, estoy somos, son, estamos, están for STATE/MOOD versus TRAITS, adjective agreement for gender and number	Grammar: regular ar verbs: 3rd person plural PRESENT tense (-an); -ar verbs 3rd person singular present tense (-a) work with challenging text: Un hombre sin cabeza - (Armando José Sequera) revision week - soy/eres - estoy/estás - gender agreement; AR verbs adverbs of location + del/de la regular -er and -ir verbs (introduction using a subset of 'top 25' and prototypical verbs list), 3rd person singular present (-e) regular -er and -ir verbs: 1st person singular (-o), 2nd person (-es); 3rd person singular present (-e) regular -er and -ir verbs: 3rd person plural PRESENT (-en); -er/-ir verbs (-e)	Grammar: mi vs mis; tu vs tus; es/son; está/están; tiene/tienen; -ar/-er/-ir verbs 3rd person sing. vs plural IR (to go, going) - voy / vas / va / a (present); al vs a la 1st person plural for -ar verbs; IR - voy / vas / va / vamos a + infinitive to express future; al vs a la Week for text exploitation: La playa (Juan Guinea Díaz)
New vocabulary (introduced for the first time)	estar [21]; estoy; estás; está; norte [624]; sur [661]; Inglaterra [N/A]; España [N/A]; ¿dónde? [161] en [5]; hola [1245]; hasta luego [luego-150] nervioso [1521]; tranquilo [1073]; serio [856]; raro [1005]; tonto [2379]; blanco [372]; ¿cómo? [151]; muy [43]; hoy [167]; ¿Cómo se dice [...] en inglés/español?; ¿Cómo se escribe?; seguro [407]; listo [1684]; sí [45]; no [11] ser [7]; soy; eres; es; alegre [2081]; simpático [3349]; guapo [4192]; alto [231]; bajo [236]; y [4]; marca [marcar-993]; correcto [1467]; opción [1175] tener [19]; tengo; tiene; tienes; moneda [1577]; cama [609]; casa [106]; cámara [903]; bicicleta [3684]; libro [230]; barco [1384]; bolígrafo [>5000]; gato [1728]; ¿qué? [50]; nuevo [94]; un/a [6]; leer [leer-209]; frase [1036]; letra [977]; papel [393] amigo [210]; periódico [1026]; caballo [907]; teléfono [866]; planta [768]; botella [1878]; revista [920];	no [11]; caminar [514]; estudiar [281]; español ¹ [262]; inglés ¹ [583]; arte [208]; ciencia(s) [738]; señor ¹ [201]; señora ¹ [509]; mucho (as adverb only) [41]; pero [30]; verdadero [558]; o [29]; falso [1599]; entiendo [entender-229]; silencio [518]; grupo [200]; perdón [1729] uno [425]; dos [64]; tres [134]; cuatro [241]; cinco [284]; seis [438]; siete [603]; ocho [641]; nueve [991]; diez [449]; once [1700]; doce [1138]; color [358]; plan [625]; flor [739]; autor/a [513]; profesor/a [501]; director/a [592]; número [324] hay [13]; mirar [125]; mesa [525]; silla [1271]; ventana [752]; puerta [274]; chica [1129]; persona [108]; chico [727]; aquí [130]; allí [197]; clase [320]; señor ² [201]; señora ² [509] son [ser-7]; pequeño [202]; bueno [98]; malo [368]; famoso [997]; bonito [891]; feo [2373];	saber [44]; pasar [68]; torre [2138]; su [12] tenemos [tener-19]; tienen [19]; perro [888]; abuelo [4796]; abuela [717]; trabajo ² primo [1451]; prima [3051]; bastante [308]; hermoso [980]; activo [1278]; fuerte [435] naturaleza [712]; árbol [748]; pájaro [1607]; río [496]; rojo [534]; amarillo [1381]; verde [812]; azul [811]; lugar [144]; sólo [95]; mucho ² (now as adjective) [41] ¿cuándo? [57]; ¿cuánto? [580]; ¿cuál? [445]; hacer [26]; hago; haces; hace; deporte [1489]; deberes [2187]; actividad [344]; dibujo [1726]; noche [164]; tarde ² [392]; mañana [402]; para [16]	trabajar [174]; buscar [179]; descansar [1749]; preparar [570]; llevar ² [75]; comida [906]; animal [322]; pasar [68]; tiempo [80]; campo [342]; junto[s] [149]; solo [181] poder [32]; puedo; puedes; puede; jugar [356]; participar [593]; favor [516]; pedir [217]; preguntar [219]; cambiar [255]; material [690]; ¿puedo ir a los servicios?; compañero/a [551] "Pre-learn: lunes [1370]; martes [3101]; miércoles [1816]; jueves [1650]; viernes [1259]; sábado [1179]; domingo [693] deber [71]; debo; debes; debe; lavar [1676] sacar [273]; limpiar [1713]; suelo [552]; basura [2479]; ropa [782]; organizar [1053]; aunque [131]; otro [35]; si [36]" estamos [estar-21]; están [21]; oeste [2416]; este [>5000*]; estación [1404]; coche [1190]; tren [1488]; delante [1742]; fuera	viajar (a) [902]; disfrutar [939]; montar [1446]; vacaciones [2641]; montaña [1464]; alto ² [231]; julio [659]; agosto [931]; de ² [2]; Francia [N/A]; mar [480]; durante [139]; normalmente [1696]; cada [107] hombre [97]; cabeza [265]; pensar [105]; amar [700]; sin [54] beber [1085]; comer [347]; leer [209]; vivir [142]; ejercicio [1162]; fruta [1925]; carne [860]; rico ² [398]; agua [204]; nunca [158]; a veces [vez-59] correr [343]; por [15]; escribir [198]; algo [110]; aprender (a) [428]; mujer [120]; carta ¹ [627]; idioma [1159]; chino [1349]; parque [1354]; después [115]; siempre [96] responder (a) [464]; recibir [216]; abrir [246]; correo [1638]; electrónico [1619]; mensaje [847]; ordenador [2624]; llamada [1324]; todo ¹ [472]	mi [37]; tu [53]; móvil [2143]; llave [1853]; joven (as adj.) [423]; perdido [1899]; completamente [1185]; calle [269]; niño [173] ir [33]; voy; vas; va; barrio [940]; al [a-8]; problema [145]; Italia [N/A]; playa [1475]; enero [1173]; febrero [1419]; día [65] vamos [ir-33]; marzo [1231]; abril [1064]; porque [40]; por qué; divertido [2446]; visitar [792]; descubrir [414]; parte ¹ [92]; extranjero ¹ [765]; mundo [123] cielo [620]; cenar [3087]; dormir [403]; pelo [873]

	<p>pregunta [507]; palabra [192]; tarea [995]; también [49] ¿quién? [289]; hablar [90]; comprar [361]; bailar [1323]; llegar [75]; escuchar [281]; amiga [1172]; música [340]; tarde¹ [392]; temprano [1578]; importante [171]; bien [78]; con [14]; otra vez [59-vez]; pareja [892] necesitar [276]; usar [317]; llevar¹ [75]; zapato [1477]; vaso [1609]; producto [394]; bolsa [1581]; camisa [1873]; cosa [69]; ayuda [784]; voluntario [2732]; gracias [275]; de nada [nada-87]; luego [150]</p>	<p>rico [398]; caro [2179]; barato [2164]; antiguo [446] ¿cómo es? [cómo-151] museo [1114]; banco [728]; teatro [605]; centro [316]; mercado [487]; tienda [1515]; plaza [806]; iglesia [437]; escuela [424]; ciudad [178]; entre [63]; el, la [1]; lejos [833]; cerca [1042]; respuesta [488] pueblo [244]; equipo [373]; trabajo¹ [152]; edificio [857]; plato [1808]; familia [233]; película [543]; vista [408]; isla [810]; grande [66]; interesante [616]; de¹ [2] dar [42]; doy; das; da; querer [58]; quiero; quieres; quiere; regalo [1986]; padre [162]; madre [226]; hermano [333]; hermana [3409]; dinero [364]; a [8]</p>		<p>[299]; detrás [2044]; debajo [1366] somos [7-ser]; feliz [908]; moreno [3304]; claro [1923]; oscuro [802]; aburrido [3917]; loco [846]; como [20]</p>		
Phonics (SSC – sound spelling correspondance)	<p>a / e / i / o / u / l / ll / ca, co, cu – hard C / cu + vowel (cui / cue / cua) / ce/ci</p>	<p>Z / que / qui / ga/go/gu (hard G) / ge/gi (soft G) / j / n / ñ</p>	<p>V / b / rr / r / silent h / a / o</p>	<p>U / "ca/co/cu 'hard C'" / "cu + vowel (cue/cua/cui)" / ce/ci /</p>	<p>que/qui / ll / l / "ga/go/gu ('hard G)' / "ge/gi ('soft G)' / j /</p>	<p>Revisiting of all SSCs V / b / r / rr / silent h</p>
Assessment 1	<p>Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing</p>	<p>Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing</p>	<p>Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing</p>	<p>Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing</p>	<p>Formative assessment in classrooms. 2 mastery tasks: 1 x writing 1 x speaking & writing</p>	<p>Summative end of year assessment Year 7 w/c _____ All skills, tbc</p>
Assessment 2	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>	<p>1 x writing mastery task Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.</p>
Cross Curricular Links with other Faculties	<p>The European Day of Languages – Wednesday 26th September. All departments are invited to contribute by planning a link e.g. bell task linked to Spain/ another European country. PSHE programme. The Spanish festival, The Day of the Dead will be used as a focus for the Year 9 non-fiction study in autumn term 2.</p>	<p>The Maths SFL will study exchange rates in Year 8, summer 1 which will link in with work relating to the use of different currency abroad.</p>	<p>International Mother Tongue Language Day- Thursday 21st Feb. All departments to be invited to contribute by planning a link e.g. bell task linked to Spain/ another country. PSHE programme. Media. Explore the use of Spanish in the wider world. Opportunities to be developed for literacy- promoting reading in Spanish. Spanish film and music opportunities.</p>		<p>In Food technology students study diets in different countries including the seasonality of food which links with the study of the Mediterranean diet. Spanish students will do food tasting and options to be explored for cooking a Spanish dish. Students also study menus in Art in Year 8. In Year 10 summer 1 Computing, students will use recipes in</p>	<p>Ongoing links from last term.</p>

					Spanish to apply algorithms to putting a recipe in order.	
Knowledge Organiser content	Identity and Culture Recap the basics, personal information, questions and answers. Key verbs and grammatical features.	Local area, Holiday and travel Key verbs and grammatical features.	Identity and Culture Media and technology. Key verbs and grammatical features.		Identity and Culture Shopping, clothing, making plans and directions. Key verbs and grammatical features.	Identity and Culture Food and drink, ordering in a restaurant. Key verbs and grammatical features.
Extra-Curricular Offer	Language themed activities during the week of the European Day of Languages. Spanish film club	Spanish film club	Spanish film club Onatti theatre production company.	Spanish film club	Spanish film club	Spanish trip abroad Spanish film club
Links to the UNCRC			ARTICLE 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Pupils will discuss what free time activities they enjoy and why that is important.			Pupils consider what is a healthy diet. ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Notes on the NCELP curriculum which we are adapting:

Vocabulary introduced

The NCELP Y7 scheme of work is based on 36 teaching weeks, with an average of 10 words taught per week (360 per year), assuming two lessons (of 45 - 60 minutes) per week.

We allow 10% either way (more or less) on this total for any given year.

Over the whole of KS3, we allow 5% either way (more or less) on the total number of words.

Words are listed with frequency rankings in the following order of parts of speech: **Vb; pron; noun; adj; adv; conj; prep; other.**

The list includes highly irregular verbs as lexical items (as learners usually store and access these forms as lexical items).

Most words are among the 2,000 most frequent words in the language.

Any word whose frequency ranking is >2,000 has been selected because it features in the current AQA GCSE vocabulary list OR is known to be routinely included in GCSE examinations.

Frequency rankings of individual forms of verbs are not available. Question words are in **bold**.