

YEAR 7 SPANISH SEPTEMBER 2024. NOTLEY HIGH SCHOOL.

MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne which help to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the target language in the theatre to further inspire a love of languages.

Students are encouraged to study languages up to A level exams, which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations.

Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts.

Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and

support are timely and impactful. We design our lessons to instil a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning.

Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlook ethos.

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Autumn term				
Year 7 Spanish Unit 1 Describing yourself and others.				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Describing yourself and others.	<p>Knowledge: Greeting people and introducing yourself. Using numbers 1-31 and using the alphabet to spell your name. Talking about other people. Saying and understanding dates. Learning colours and using adjectives. Learning classroom items and instructions. Getting to know the Spanish speaking countries of the world and traditions.</p> <p>Understanding: Students will understand Spanish phonics, use single words and a series of words with verbs to make a sentence. They will ask and answer questions, using their vocabulary and verbs with additional and more complex vocab such as 3rd person verbs, adjectives and conjunctions. To understand how verbs work in Spanish with basic verbs and verb endings. To understand how adjective agreement work in Spanish with masculine, feminine and plural. To describe themselves and others in Spanish using basic and</p>	<p>Students will be able to ask and answer basic questions in Spanish about themselves and others with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about themselves and to start writing about others using a variety of verbs with accurate verb endings. Students will be able to build on their knowledge using short sentences to more complex by adding opinions, conjunctions and accurate adjectives and adjectives agreement. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions. Students will be able to compare their culture and Spanish traditions.</p>	<p>Prior learning: In Y6, students who studied Spanish would have been taught to listen attentively and show understanding by joining in and responding. To explore the patterns and sounds of language and to develop accurate pronunciation and intonation. To engage in conversation. To read carefully and show understanding. To broaden their vocabulary and develop their ability to understand new words. To write phrases from memory to describe themselves and others.</p>	<p>Knowledge organiser Sharepoint – PPTS. Kerboodle. Quizlet Memrise Claro 1 textbook Seneca Learning Duolingo</p>

	<p>more complex expressions and opinions. To listen for gist and for more details. They will complete a film module – Encanto.</p> <p>Skills: Demonstrate confidence in read aloud tasks and understanding of phonics through read aloud and dictation. Understand grammar and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Using more complex expressions and write accurately with correct spelling and verb endings. Translation in English or in Spanish.</p>		<p>The film module will enable students to practice vocabulary and structures from this unit and the previous unit.</p> <p><u>Future learning:</u></p> <p>Describe yourself, others and also your family. Using more complex adjectives with adjective agreement. Exploring further Spanish traditions. This is a topic which is reviewed at GCSE and Alevel.</p>	
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Autumn term/Spring term Year 7 Spanish Unit 2 describing your family, friends and pets.				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	How will we measure the success of implementation	How does this build on prior learning?	What additional resources are available?
Describing your family,	<p>Knowledge: Counting up to 100 in Spanish Forming numbers 20-100 Saying if you have any brothers and sisters</p>	Students will be able to ask and answer basic and more complex questions about themselves, others, pet and especially physical and personality description	<p><u>Prior learning:</u> Students have seen verb</p>	Knowledge organiser

<p>friends and pets.</p>	<p>Using possessive adjectives Finding ways to remember possessive adjectives. Saying if you have any pets Using adjective endings Describing hair and eyes, as well as other facial features. Using the verb tener and ser in the present tense Learning irregular verbs Describing what you and other people look like. Extending your writing with more details. Describing personality traits Using some important adverbs of frequency.</p> <p>Understanding: <u>Students will understand how to</u> further reinforce pronouncing letters in Spanish, use single words and a series of words with verbs to make a sentence. To understand patterns to form the numbers from 1-100. To ask and answer questions about family, physical appearance and personality, to use their vocabulary and verbs with additional and more complex vocab such as verbs, adjectives and conjunctions. To understand how verbs work in Spanish with basic verbs and irregular verbs and verb endings. To understand expressions with ser and estar. To understand how adjective agreement work in Spanish with masculine, feminine and plural. To describe themselves and others – including pets in Spanish using basic and more complex expressions and opinions. To listen for gist and for more details. Students will have an awareness of Spanish traditions at Christmas.</p> <p>Skills:</p>	<p>in Spanish with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about themselves and others using a variety of verbs regular and irregular with accurate verb endings. Students will be able to build on their knowledge using short sentences to more complex by adding opinions, conjunctions and accurate adjectives and adjectives agreement. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions. Students will be able to compare their culture and Christmas Spanish traditions.</p>	<p>patterns in the previous module with basic description and this is extended in this module with the use of a variety of verbs as well as regular and irregular. The emphasis is about describing others which is reinforced in this unit. Number pattern is extended here and links in from previous units. Future learning: Extending on verb pattern to using conjugated verbs in all form. Description in units 1 and 2 link in with more complex descriptions of famous</p>	<p>Sharepoint – PPTS. Kerboodle. Quizlet Memrise Claro 1 textbook Seneca Learning Duolingo</p>
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	<p>Understand grammar and irregular verbs and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Using more complex expressions to extend your writing and write accurately with correct spelling and verb endings. Translation in English or in Spanish.</p>		<p>personalities in unit 3.Exploring further Spanish traditions.</p>	
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	Spring term Year 7 Spanish Unit 3 Talking about hobbies, sports and comparing celebrities.			
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	How will we measure the success of implementation	How does this build on prior learning?	What additional resources are available?
Talking about hobbies, sports, weather	<p>Knowledge: Talking about hobbies. Using verbs in full with regular present tense. Learning the difference between jugar and hacer to talk about sports. Giving detailed opinions on sports. Extending use of verbs like gustar with porque Discussing the weather</p>	<p>Students will be able to ask and answer questions in Spanish with an accurate accent for a non-native speaker and little hesitation. Students will be able to write about their hobbies and sports with opinions using a variety of verbs</p>	<p>Prior learning: Verbs are introduced in unit 1 and 2 which links in Conjugating verbs in full here.</p>	<p>Knowledge organiser Sharepoint – PPTS. Kerboodle. Quizlet</p>

<p>and comparing celebrities.</p>	<p>Using If and when constructions. Getting to know some Spanish speaking musicians. Using que to make longer sentences. Using the comparatives. Increasing awareness of Spanish celebrities.</p> <p>Understanding: Students will understand how to talk about hobbies by giving their opinions and justifications. To conjugate verbs in all forms to describe hobbies as well as using the infinitive form after an opinion. To write varied answers regarding sporting activities and hobbies according to different types of weather. Use clauses with que to extend their answers. Use comparatives to compare celebrity profiles on social media. Research popular, Hispanic culture.</p> <p>Skills: Understand cognates to increase vocabulary. Understand grammar and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Organise your own notes. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Describing, comparing and contrasting photos Using more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>with accurate verb endings. Students will be able to build on their knowledge using more complex structures by adding opinions, conjunctions and accurate adjectives and adjectives agreement as well as comparisons. Students will also be able to understand a longer aural and written text with more complex expressions and answer questions. Students will be able to research Spanish culture independently.</p>	<p>Description is extended in this module. Adjectives are extended in this unit.</p> <p>Future learning:</p> <p>Using verbs in their full conjugated form is extended in unit 4 onwards. Verbs Ser and Estar ad their use will be extended in future units.</p> <p>Exploring further Spanish traditions.</p>	<p>Memrise</p> <p>Claro 1 textbook</p> <p>Seneca Learning</p> <p>Duolingo</p>
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	Translation in English or in Spanish with more complex structures.			
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Summer term				
Year 7 Spanish Unit 4 talking about the area where you live.				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	How will we measure the success of implementation	How does this build on prior learning?	What additional resources are available?
Talking about the area where you live.	<p>Knowledge: Talking about the area where you live Using Es and Esta Describing types of house Using the verbs vivir in the present tense Describing rooms in the house Using the definite article Describing your bedroom Using preposition of place with estar Describing your dream house Using some basic conditional expressions. Describing household tasks Saying how many times you do things.</p> <p>Understanding: Use es and esta and the differences between them. Describe where they live, type of house using opinions and more complex structures. To use 2 time frames with some basic expressions in the conditional about their ideal place to live.</p> <p>Skills: Working out unfamiliar language.</p>	<p>Students will be able to ask and answer complex questions in Spanish about the area where they live with an accurate accent for a non-native speaker and little hesitation.</p> <p>Students will be able to write about the area where they live and their type of house using a variety of verbs with accurate verb endings.</p> <p>Students will be able to build on their knowledge using more complex by adding opinions, conjunctions and accurate adjectives and adjectives agreement. Students will be able to write at length describing where they live and using 2 time frames using present and conditional.</p> <p>Students will also be able to understand a longer aural and written text with more complex expressions and answer questions.</p> <p>Students will be able to compare their culture and Spanish traditions.</p>	<p>Prior learning: Students have studied description of family, sports and their grammatical knowledge is extended in this unit describing your town. Conjugated verbs in the present tense and formation of verbs links in to formation of verbs in the conditional.</p> <p>Future learning: Describing your town and house links in to topic about describing activities in your town and is the base of the GCSE module on town. The conditional is revisited again in year 9</p>	<p>Knowledge organiser</p> <p>Sharepoint – PPTS.</p> <p>Kerboodle.</p> <p>Quizlet</p> <p>Memrise</p> <p>Claro 1 textbook</p> <p>Seneca Learning</p> <p>Duolingo</p>

	<p>Checking work for error and recycling language. Understand grammar and key terms in Spanish. Demonstrate independence and using a Spanish knowledge organiser and dictionary. Working collaboratively with others in pairs or in group asking and answering questions. Developing short and long term memory, retaining vocab and verbs in Spanish. Being resilient and persevere with pronunciation and speaking in front of others. Listening for more detailed passages and understanding longer texts. Using more complex expressions and write accurately with correct spelling and verb endings. Practising creative writing. Translation in English or in Spanish with 2 time frames.</p>		<p>with when discussing hypothetical situations.</p>	
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