Dream Reach Achieve

Whittington Green School – Languages

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CURRICULUM INTENT: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Year 7

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Modern foreign language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

1. identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
2. use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
3. develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
4. use accurate grammar, spelling and punctuation.

Linguistic competence

A. listen to a variety of forms of spoken language to obtain information and respond appropriately
B. transcribe words and short sentences that they hear with increasing accuracy
C. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
D. express and develop ideas clearly and with increasing accuracy, both orally and in writing
E. speak coherently and confidently, with increasingly accurate pronunciation and intonation
F. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
G. read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
H. write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Term/Unit	Topic Overview/Content	Learning Expectations/Concepts and Skills	Recall and review of past learning	National Curriculum target	Key Vocab and concepts
Term 1: **Teaching Unit 1:** **Identity and relationships with others(U1)** **(incl. Customs and festivals(U7)**	To greet people. To say what my name is & spell it To say when my birthday is To know the Spanish alphabet To count to 100 To say what my nationality is. To describe my personality. To describe my physical appearance. To say who is in my family & describe them To say what pets I have, used to have & would like to have	Articles (singular and plural) Nouns (masculine, feminine, singular and plural) Possessive adjectives Adjectival agreement Verb conjugations (regular) Conjugation of high frequency irregular verbs- Tener/ser Intensifiers/qualifiers Adverbs of frequency	No prior knowledge of Spanish assumed (links to be made to KS2 literacy learning about grammar)	G& V 1. (present, imperfect , conditional) G & V 2 G & V 4 LCA LCB LCC LCD LCF LCG	The present tense The conditional tense verbs Infinitive verbs Conjugated verbs Singular Plural Regular verbs Irregular verbs Me llamo Soy / es /son Tengo / tiene / tienen Me gustaría tener / ser

	Give basic opinions of other To understand gender and number in Spanish. To be able to choose the correct word for 'the' and 'a'. To use possessive adjectives. To understand adjective agreement and to be able to choose the right adjective when I describe myself. To have an understanding of the customs of the following Spanish festivals – Hispanic Day/the Day of the Dead and Christmas	Use of a variety of connectives			
Unit 1: Phonics : vowel sounds a, e, I, o, u and how these aid with pronunciation and spelling					
Term/Unit	**Topic Overview/Content**	**Learning Expectations/Concepts and Skills**	**Recall and review of past learning**	**National Curriculum target**	**Key Vocab and concepts**
Term 2 **Teaching Unit 2:** **Free time activities(U3)** **Media and Technology(U12)**	To say what I like in the context of hobbies. To say why I like something. To use comparison to compare hobbies.	Pienso que es... (I think it's...) En mi opinión, es... (in my opinion, it's...) Me gusta (I like) No me gusta (I don't like) Me encanta (I love)	• Articles (singular and plural) • Nouns (masculine, feminine, singular and plural) • Possessive adjectives	G & V 1 (present, preterite, immediate future) G & V 2 G & V 3 G & V 4 LCA LCB LCC	Present tense (-ER verbs) Opinions and reasons Comparatives Negatives Stem changing(radical changing) verbs

	To use negatives to say I don't do a hobby. To understand how stem changing verbs work and to learn to conjugate *jugar* in the present tense. To understand what an irregular verb is and to learn to conjugate *hacer* in the present tense. To learn to conjugate regular -ER present tense verbs. To say what media and technology you use. To say what you use it for. To say why you like to use it. To say what you can do with different types of media. To compare different types of media/technology.	Odio (I hate) Más (…que) (adj + -er (…than), more (…than)) menos (…que) (less (…than), fewer (…than)) Muy Demasiado Bastante Algo El móvil/la tableta de…	• Adjectival agreement • Present tense (-AR verbs) Opinions and reasons	LCD LCE LCF LCG LCH	Para + infinitive Sin + infinitive Impersonal verbs (se puede) Comparatives Negatives *De* to indicate possession

Unit 2: Phonics: h, r					
Term/Unit	**Topic Overview/Content**	**Learning Expectations/Concepts and Skills**	**Recall and review of past learning**	**National Curriculum target**	**Key Vocab and concepts**
Teaching Unit 3: **Healthy Living and Lifestyle(U5)**	To describe my lifestyle. To describe my daily routine. To describe healthy habits now and in the past. To describe a healthy diet. To say what hurts.	Hay que Tengo que Se puede Me duele(n)	• Articles (singular and plural) • Nouns (masculine, feminine, singular and plural) • Possessive adjectives • Adjectival agreement • Present tense (-AR, -ER and -IR verbs) • Modal verbs (poder) • Opinions and reasons, including negatives • Comparatives • Stem changing verbs • Impersonal verb *hay* • Using *tiene* • Using *es* and *está* • Imperative Near future tense (ir a + infinitive)	G & V 1 (present, imperfect,) G & V 2 G & V 3 G & V 4 LCA LCB LCC LCD LCE LCF LCH	Reflexive verbs Imperfect tense Impersonal verbs Present tense
Unit 3 : Phonics: ga,go, gu, gue, gui					
Term/Unit	**Topic Overview/Content**	**Learning Expectations/Concepts and Skills**	**Recall and review of past learning**	**National Curriculum target**	**Key Vocab and concepts**

Teaching Unit 4: **Celebrations(U6)** **Customs and Festivals(U7)**	To describe a past celebration. To use the regular preterite tense verb forms to describe celebration activities. To describe customs and festivals from Spanish-speaking countries. To use irregular preterite tense verbs *ir* and *ser for limited description.*	¿Qué? (what?) ¿Quién? (who?) ¿Cuándo? (when?) ¿Dónde? (where?) ¿Por qué? (why?) Pienso que Fui/fuiste/fue a… Fue…	• Articles (singular and plural) • Nouns (masculine, feminine, singular and plural) • Possessive adjectives • Adjectival agreement • Present tense (-AR, -ER and -IR verbs) • Modal verbs (poder) • Opinions and reasons, including negatives • Comparatives • Stem changing verbs • Impersonal verb *hay* • Using *tiene* • Using *es* and *está* • Imperative Near future tense (ir a + infinitive)	G & V 1 (preterite, G & V 2 G & V 3 G & V 4 LCA LCB LCC LCD LCE LCF LCG	Preterite Interrogative pronouns Present tense Reflexive verbs Preterite tense Direct object pronouns
Unit 4 : Phonics: v, r, rr					

During Y7 regular computer room lessons will take place as part the departmental curriculum. The lessons consist of flexible, practical learning using vocabulary in new and unpredictable situations. Students use spaced practice and retrieval to help with revision and recall of the content covered in lessons and this provides useful data for responsive teaching and planning.