

SJBC Curriculum Termly Plan: Y7 Spanish

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Introduction to Spanish.</p> <p>Introducing myself.</p> <p>Animals and pets</p> <p>My family</p> <p>Link to Sociology</p>	<p>Students will begin by understanding the Spanish speaking countries and understanding the basic greetings in the target language.</p> <ul style="list-style-type: none"> Getting to know the Spanish-speaking countries of the world Understanding word order Greeting people and introducing yourself Understanding verb endings Learning numbers 1–31 Introducing the verb tener Saying and understanding dates Using a variety of question words Learning colours Giving basic opinions Learning classroom items and language Understanding masculine, feminine and plural nouns The Spanish-speaking world Grammar and pronunciation 	<p>¿De dónde eres? ¿De dónde es? Countries and Regions: Argentina, Chile, Colombia, Cuba, España, Estados Unidos, las Islas Baleares, las Islas Canarias, Perú, República Dominicana Nouns and Adjectives: ,la capital,el destino, famoso/a, hispanohablante, histórico/a el mapa, el monumento, el mundo, el país, ¿Qué tal?, How are you?, ¿Cómo estás?,¿Qué tal? Responses and Feelings: Bien, fantástico/a, fatal, fenomenal, mal, regular Other useful phrases: ¿Y tú?, ¡Hola!, Buenos días, Buenas tardes, ¡Adiós!, ¡Hasta luego! / ¡Hasta la vista!, el alfabeto, escribir, llamarse, lune, martes, miércoles, jueves, viernes, sábado, domingo Months of the Year: Enero,febrero, marzo, abril, mayo, junio, julio, agosto, eptiembre, octubre, noviembre, diciembre Related Vocabulary: ¿Cuándo es tu cumpleaños?, el año, el cumpleaños, la fecha, el mes, el primero, la semana, el uno Colours: azul, blanco/a, claro/a, gris,marrón, morado/a, naranja, negro/a,oscuro/a, rojo/a, rosa, verde School Items: el bolígrafoel cuaderno, el estuche, la goma, la hoja de papel, el lápiz, el libro, la regla, el sacapuntas, las tijeras</p>	<p>End of unit test (30 mins)</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Spanish songs Movies in Spanish</p>
Autumn 2	<p>Personality traits</p>	<p>Describing hair and eyes, as well as other facial features</p>	<p>Physical descriptions Tener:</p>	<p>End of unit test (30 mins)</p>	<p><u>Core resources:</u> PowerPoint Handouts</p>

	<p>Physical description</p> <p>Using “tener” to describe others</p> <p>Link to Sociology</p>	<ul style="list-style-type: none"> Using the verb tener in the present tense Describing what you and others look like Using the verb ser in the present tense Describing personality traits Using some important adverbs of frequency Christmas traditions in Spain Grammar and pronunciation 	<p>azules, marrones, negros, los ojos, verdes,calvo/a, castaño, el color, corto, el,estilo, largo, liso, ondulado, pelirrojo, el pelo, rizado, rubio, la barba, el bigote, la boca, la cara, las gafas, la nariz, las pecas</p> <hr/> <p>Physical descriptions</p> <p>Ser: alto/a, bajo/a, delgado/a feo/a, gordo/a, guapo/a, joven mediano/a, musculoso/a, viejo/a</p> <p>Personality Traits aburrido/a, activo/a, agresivo/a, alegre, antipático/a, arrogante, divertido/a generoso/a, inteligente, nervioso/a, perezoso/a, rápido/a, simpático/a, sincero/a, tímido/a, tonto/a, torpe</p>		<p>Enrichment and extension resources: Handouts Research project Writing practice Spanish songs Movies in Spanish</p>
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<p>Spring 1</p>	<p>My free time</p> <p>Different Sports</p> <p>Weather conditions</p>	<p>Students will begin by learning how to describe what they do in their free time, including various sports. They will also learn to talk about activities they do depending on the weather, as well as musical instruments associated with Hispanic artists.</p> <ul style="list-style-type: none"> Talking about hobbies Using regular past tense Using verbs in full Talking about sports Learning the verb “jugar” and “hacer” Using cognates to increase vocabulary Giving detailed opinion in sports Extending the use of verbs like “gustar” and justifications like “porque” Organising notes to help learning 	<p>Mi tiempo libre / My free time: bailar salsa / chatear en el móvil / descansar en casa / escuchar música / jugar a la videoconsola / leer libros / navegar por Internet / practicar deportes / salir con mis amigos / ver la tele / hacer... / atletismo / ballet / boxeo / ciclismo / equitación / gimnasia / natación / con / estupendo/a / favorito/a / interesante / el programa / el tipo</p> <p>Soy muy deportista / I'm very sporty: jugar al... / bádminton / baloncesto / balonmano / béisbol / fútbol / golf / rugby / tenis / voleibol / hacer... / atletismo / ballet / boxeo / ciclismo / equitación / gimnasia / natación</p> <p>Mis gustos deportivos/ My taste in sports: aburrido/a / apasionante / difícil / divertido/a / emocionante / fácil / lento/a / rápido/a / me chifla / me fascina... / me interesa..</p> <p>¡Brrr! ¡Hace frío!/ It's Cold</p>	<p>End of unit test (30 mins)</p>	<p>Core resources: PowerPoint Handouts</p> <p>Enrichment and extension resources: Handouts Research project Writing practice Spanish songs Movies in Spanish</p>
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		<ul style="list-style-type: none"> • Discussing weather 	<p>¿Qué tiempo hace? / hace (mucho) calor / hace frío / hace sol / hace viento / hay niebla / hay tormenta / llueve (mucho) / nieva / el pronóstico / el calor / el frío / el invierno / la lluvia / la niebla / la nieve / el sol / la tormenta / el viento / cuando / si</p>		
<p>Spring 2</p>	<p>Learning about musical instruments and different Hispanic Artists</p> <p>Where I live</p> <p>My house is your house</p> <p>Rooms inside the house</p> <p>Items inside my bedroom</p>	<p>In this unit, students will learn about musical instruments, discover important Hispanic artists, and describe where they live. They will use vocabulary for rooms in a house and items in a bedroom, helping them talk about their homes and daily life in Spanish.</p> <ul style="list-style-type: none"> • Using if and when constructions • Improving reading skills • Getting to know some Hispanic artists • Using “que” to make longer sentences • Talking about the area where you live • Using “ser” and “estar” • Describing the types of house • Using the verb “vivir” • Describing rooms in the house using articles • Describing your bedroom 	<p>¡Somos fanátic@s de la música! / Music fans: el/la actor/actriz / actuar / el/la artista / la canción / el/la cantante / estar en contacto con</p> <p>Su foto tiene muchos 'me gusta' / Using opinions: el estilo / la foto / el grupo / influenciar / el/la jugador(a) / 'me gusta' / el miembro</p> <p>Donde vivo yo/ Where I live: antiguo/a / histórico/a / moderno/a / la aldea / el campo / el centro / la ciudad / la costa / la playa / el pueblo / vivir / el este / el norte / el oeste / el sur / el chalet / la granja / el piso / el rascacielos / bonito/a / cómodo/a / espacioso/a / lujoso/a / nuevo/a / viejo/a</p> <p>Mi casa es tu casa: My house is your house: el apartamento / el área / el bloque / la caravana / la casa / la casa de campo / el castillo</p> <p>¡Pasa, pasa a mi casa! / Describing rooms in the house: las habitaciones / abajo / afuera / arriba / el aseo / el balcón / el baño / la cocina / el comedor / el dormitorio / el jardín / el pasillo / el salón</p> <p>Mi habitación es mi reino/ Inside my bedroom: los muebles / el armario / la cama / el espejo / la estantería / la lámpara / la mesa / el ordenador/el póster / la silla / la ventana / al lado de / debajo de / delante de / detrás de / encima de / entre</p>	<p>End of unit test (30 mins)</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Spanish songs Movies in Spanish</p>

SJBC Curriculum Termly Plan: Y8 Spanish

Term	Topic(s)	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	El Verano Pasado Talking about past holidays using the preterite tense.	<ul style="list-style-type: none"> - Revision of key KS3 basics (greetings, opinions, school bag items, classroom instructions) - Introduction to the preterite tense of regular -ar, -er, and -ir verbs - Use of the irregular verb ir (fui, fuiste...) to talk about past trips - Describing past holiday activities - Expressing opinions in the past using "fue" + adjective - Writing a short paragraph in the past tense 	<ul style="list-style-type: none"> - Verbs: fui, visité, nadé, salí, comí, bailé, compré, descansé, escribí, vi - Time markers: el verano pasado, luego, después, el último día - Opinion phrases: fue divertido, fue un desastre, fue flipante, fue horroroso, fue genial, fue regular, fue guay, fue raro 	<p>End of topic test (30 minutes)</p> <p>Vocabulary recall and writing task in the preterite tense</p>	<ul style="list-style-type: none"> - Mis Vacaciones PPT - ¿Qué hiciste? PPT - El último día PPT - ¿Cómo te fue? PPT - Listening, reading, and writing worksheets from slides - Mini-test and peer/self-correction tasks
Autumn 2	Free time, media, and Christmas	<ul style="list-style-type: none"> - Revision of the present tense with regular verbs to describe phone use and leisure activities - Expressing opinions about music and TV shows using verbs like <i>gustar, encantar, odiar, flipar, preferir</i> - Agreement of adjectives with nouns - Understanding and using genre-specific vocabulary (music & TV) - Cultural knowledge of Spanish Christmas traditions, including writing a letter to <i>Los Reyes Magos</i> 	<ul style="list-style-type: none"> - Phone verbs: <i>chateo, hablo, saco, veo, mando, descargo, leo, comparto</i> - Music genres: <i>el rap, la música clásica, el RnB, la música electrónica, escucho de todo</i> - TV genres: <i>una comedia, un documental, un reality, una serie policiaca, el telediario</i> - Opinions: <i>me gusta(n), me encanta(n), odio, porque son divertidos, aburridos, educativos, interesantes</i> - Christmas vocab: <i>regalos, calcetín, abeto, reno, Reyes Magos, carbón</i> 	<p>End of topic test (30 minutes)</p> <p>Listening and reading comprehension</p> <p>Short written production task with opinions and justifications</p>	<ul style="list-style-type: none"> - Mi vida, mi móvil PPT - ¿Qué tipo de música te gusta? PPT - Me gustan las comedias PPT - Feliz Navidad PPT - Letter-writing scaffold for <i>Los Reyes Magos</i> - Mini-test and self-assessment sheets.

<p>Spring 1</p>	<p>Food, the near future and the last day using the future tense.</p>	<p>Revision of key KS3 basics (greetings, opinions, food items, meals, classroom instructions)</p> <p>Understanding the concept of the infinitive (-ar, -er, -ir verbs)</p> <p>The near future</p> <ul style="list-style-type: none"> Forming the near future tense using ir + a + infinitive (voy / vas / va / vamos / vais / van) Using time markers to talk about planned activities (mañana, este fin de semana, luego, después) Writing extended sentences in the near future (8+ words) Describing what you normally eat at different meals; understanding key food vocabulary <p>Que comes</p> <ul style="list-style-type: none"> Giving opinions on food with reasons (me gusta / no me gusta / prefiero...) Writing a short paragraph on your daily eating routine including times and simple opinions 	<p>Food items: pan, mantequilla, mermelada, zumo de naranja, huevos, pasta, ensalada, galletas, sopa, arroz, queso, pescado, verduras, bocadillo.</p> <p>Meals & structure: desayuno, como, ceno, a las..., por la mañana, por la tarde, normalmente, a veces, nunca, luego.</p> <p>Near future structures: voy a..., vas a..., va a..., vamos a..., vais a..., van a... + infinitive (comer, beber, estudiar, ver, jugar, salir, escribir, nadar...)</p> <p>Opinions: me gusta, no me gusta, me encanta, odio, prefiero... (with food & meal vocabulary)</p>	<p>End-of-topic test (30 minutes) Vocabulary recall (food + infinitives) Reading and listening comprehension (future tense and daily routine foods) Short writing task using the near future tense and meal vocabulary</p>	<p>Qué comes? PPT</p> <p>1. Que comes</p> <p>The near future PPT</p> <p>2. The near future Meal-time and food worksheets</p> <p>Near future tense practice sheets</p> <p>Mini-test and peer/self-correction activities</p>
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<p>Spring 2</p>	<p>The last weekend, clothes, and Easter</p>	<ul style="list-style-type: none"> • Revision of the present tense with regular verbs to describe weekend routines (escucho, veo, como, salgo...) <p>1. El fin de semana</p> <ul style="list-style-type: none"> • Understanding and using the past tense (preterite) to describe what students did last weekend: fui, comí, bebí, vi, bailé... • Using the near future tense to express weekend plans: voy a ir, voy a hacer, vamos a comprar... • Comparing three tenses (past, present, future) in a single text and identifying them with accuracy • Understanding and using genre-specific vocabulary related to films, celebrations, parties, and weekend activities • Learning and using clothes vocabulary (items + colours) and linking them with llevo to describe outfits <p>2. La ropa</p> <ul style="list-style-type: none"> • Understanding adjective agreement (colours + descriptive adjectives: cómodo/a, elegante, caro, barato, feo...) • Using demonstrative adjectives: este/esta, ese/esa, estos/esas to express “this/that/these/those” in the context of clothing descriptions • Reading and translating extended texts about weekends and clothing choices • Writing a short paragraph describing what students normally wear vs. what they wear for special occasions 	<p>Weekend actions: escucho música, veo la televisión, como, salgo, voy, fui, bailé, comí, bebí, voy a hacer.</p> <p>1.El fin de semana Time markers: normalmente, a veces, el fin de semana pasado, ayer, el próximo año, esta noche Clothes vocabulary: un jersey, una camiseta, una camisa, unos pantalones, unos vaqueros, un vestido, una falda, unas botas, unos zapatos. 2.La ropa Colours: negro, blanco, azul, verde, gris, rosa, marrón (with adjective agreement) Descriptive adjectives: cómodo, incómodo, elegante, casual, caro, barato, bonito, feo Demonstratives: este/esta (this), ese/esa (that), estos/estas (these), esos/esas (those)</p>	<p>End-of-topic test (30 minutes) Listening and reading comprehension using three tenses (past, present, future) Vocabulary recall (clothes + adjectives + weekend activities) Translation focusing on tense recognition Short written production describing a past weekend and an outfit, with opinions and justifications</p>	<p>El fin de semana PPT (three tenses + weekend text) El fin de semana La ropa PPT (clothes, colours, adjective agreement, demonstratives) Grammar focus worksheets (tenses + adjective agreement + demonstratives) Listening tasks and reading comprehension sheets Mini-test and self-assessment materials</p>
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SJBC Curriculum Termly Plan: Y9 Spanish

Term	Topic(s)	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Theme 3: Communication and the world around us</p> <p>Travel and Tourism (Theme 3 – Unit 7)</p> <p>Unit 8 (Part 1) – Media and Technology</p>	<p>Expressing preferences for transport and holiday types</p> <p>Describing holiday activities and past experiences using the conditional and past continuous tenses</p> <p>Making travel recommendations using object pronouns</p> <p>Introducing vocabulary and structures to talk about social media and technology use</p> <p>Identifying advantages and disadvantages of digital tools</p> <p>Developing cultural understanding of how holidays and technology are experienced in Spanish-speaking countries</p>	<p>Holiday vocabulary: <i>transport, hotel, aeroplane, to travel, to visit, it was fun/boring, I went, I stayed, it rained, I would like to go</i></p> <p>High-frequency verbs (in present, past, conditional): <i>ir, hacer, me gustaría, fui, visitamos, comimos, viajaría</i></p> <p>Technology vocabulary: <i>social media, mobile phone, I use, I used to use, I download, I share, apps, the internet, the advantages/disadvantages, dangerous/addictive/helpful</i></p>	<p>Listening comprehension (holiday & technology contexts)</p> <p>Grammar focus: conditional tense and perfect tense</p> <p>Vocabulary recall activities</p> <p>Short writing: past holiday / technology use</p>	<p>AQA Vocabulary Lists (Themes 2 & 3)</p> <p>Kerboodle units 7 & 8 (pages 110–120)</p> <p>Quizlet sets on travel, tourism, and social media</p> <p>Grammar practice: conditional & perfect tense (teacher-made)</p> <p>Sentence builders for <i>me gustaría, fui, uso, he usado</i></p>
Autumn 2	<p>Theme 3: Communication and the world around us</p> <p>Media and Technology (Unit 8 – lessons 2 & 3)</p>	<p>Describing technological changes over time using the perfect tense</p> <p>Talking about how technology is used at home and expressing reasons with justifying phrases</p> <p>Using object pronouns when discussing digital habits</p> <p>Describing homes, towns and regions using the present tense</p>	<p>Media and Technology</p> <p>Devices & Use: <i>el móvil, la tableta, el ordenador, uso, he usado, mando mensajes, comparto fotos</i></p> <p>Advantages/Disadvantages: <i>útil, educativo, peligroso, adictivo, práctico, lo bueno/lo malo es que...</i></p>	<p>Vocabulary recall: gap-fill and multiple choice (tech, environment, people)</p> <p>Grammar section: Perfect tense with <i>haber</i> (e.g. <i>he usado</i>)</p> <p>Object pronouns (e.g. <i>lo uso, la tengo</i>)</p>	<p>Kerboodle digital content:</p> <p>Unit 8 (Pages 120–124) – Media and Technology</p> <p>Unit 9 (Pages 126–132) – Environment and local area</p> <p>Unit 1 (Pages 18–24) – Describing people and family</p>

	<p>The Environment (Unit 9 – lessons 1 & 2)</p> <p>Theme 1: People and Lifestyle</p> <p>Identity and Relationships with Others (Unit 1 – Lesson 1)</p>	<p>Talking about the environment and weather using adverbs of place, expressions with estar, and the imperative</p> <p>Describing people using ser, tener, and relevant adjectives</p>	<p>Opinion structures: <i>me gusta porque..., prefiero..., ya no uso...</i></p> <p>The Environment</p> <p>Home & Town: <i>mi casa, mi pueblo, mi ciudad, hay, está, moderno, antiguo, tranquilo, ruidoso</i></p> <p>Environment & Actions: <i>el medio ambiente, el reciclaje, cuidar, apagar, usar menos plástico, tirar basura</i></p> <p>Weather & Climate: <i>hace calor, hace frío, llueve, está nublado, hay contaminación</i></p> <p>Identity and Relationships</p> <p>Describing People: soy, es, tiene, simpático/a, amable, alto/a, bajo/a, divertido/a, generoso/a</p> <p>Relationships: <i>mi madre, mi padre, mi amigo/a, me llevo bien con..., no soporto a..., discutimos</i></p>	<p>Present tense of <i>ser</i> and <i>tener</i></p> <p>Adjective agreement</p> <p>Reading comprehension: about someone describing where they live or technology use</p> <p>Short writing task: describe your house/town or your use of social media</p>	<p>Grammar practice:</p> <p>Perfect tense formation with <i>haber</i> + past participle</p> <p>Use of <i>ser</i> and <i>tener</i> with adjectives</p> <p>Object pronouns (<i>lo, la, los, las</i>)</p> <p>Listening tasks: technology use and environmental actions</p> <p>Writing scaffold templates: describing where you live / your digital habits</p> <p>Quizlet / Flashcards: Media, Environment, People vocabulary sets</p> <p>Cultural videos/articles: Eco-friendly cities, digital safety in Spanish-speaking countries</p>
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<p>Spring 1</p>	<p>Theme 1: People and Lifestyle</p> <p>Unit 2 Healthy living and lifestyle</p> <ul style="list-style-type: none"> • La vida sana • ¿Estás en forma? 	<p>Unit 2 – Healthy living and lifestyle (La vida sana + ¿Estás en forma?)</p> <ul style="list-style-type: none"> • Learn expressions with tener (tener hambre, tener sueño, tener dolor...) • Understand question words (qué, cuándo, dónde, por qué, cómo) • Use radical-changing verbs (jugar, pensar, empezar) • Talk about healthy habits and daily routines • Ask and answer questions about health and fitness 	<p>tener hambre – to be hungry tener sed – to be thirsty tener sueño – to be sleepy tener prisa – to be in a hurry tener dolor de... – to have pain in... estar en forma – to be fit hacer ejercicio – to do exercise comer sano – to eat healthily beber agua – to drink water evitar – to avoid descansar – to rest la comida rápida – fast food la salud – health ¿qué / cuándo / dónde / por qué / cómo? – question words</p>	<p>Vocabulary quizzes -End of unit grammar & comprehension test</p> <p>Mini-tests (30 min)</p> <p>Test and Revise Listening Speaking Reading Writing</p>	<p>AQA GCSE Foundation-Book -Cultural worksheets -Grammar worksheets -Listening from Kerboodle</p>
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<p>Spring 2</p>	<p>Theme 1: People and Lifestyle</p> <p>Unit 2 Healthy living and lifestyle</p> <ul style="list-style-type: none"> • Salir a comer • Tipos de dietas 	<p>Unit 2 – Healthy living and lifestyle** (<i>Salir a comer + Tipos de dietas</i>)</p> <ul style="list-style-type: none"> • Learn expressions with tener (tener hambre, tener sueño, tener dolor...) • Understand question words (qué, cuándo, dónde, por qué, cómo) • Use radical-changing verbs (jugar, pensar, empezar) • Talk about healthy habits and daily routines • Ask and answer questions about health and fitness 	<p>tener que – to have to deber – should / must salir a comer – to go out to eat pedir – to order el menú – menu el camarero / la camarera – waiter / waitress plato principal – main dish postre – dessert la cuenta – the bill</p> <p>tipo de dieta – type of diet dieta equilibrada – balanced diet dieta vegetariana – vegetarian diet dieta vegana – vegan diet sin gluten – gluten-free sin lactosa – lactose-free voy a comer... – I'm going to eat... voy a probar... – I'm going to try... yo / tú / él / ella / nosotros... – subject pronouns</p>	<p>Vocabulary quizzes -End of unit grammar & comprehension test</p> <p>Mini-tests (30 min)</p> <p>Test and Revise Listening Speaking Reading Writing</p>	<p>AQA GCSE Foundation-Book -Cultural worksheets -Grammar worksheets -Listening from Kerboodle</p>
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