

Curriculum Map: Year 7 Spanish/French

	Term 1	Term 2	Term 3
Topic	Describing myself and others	Sports + Free-time activities	Food and festivals
Intent	To learn how to greet people and talk about family members, pets and myself.	To learn how to talk about sports I like and dislike. To learn how to talk about free-time activities I do and when with opinions and reasons	To learn how to talk about foods I like and dislike, including Hispanic/Francophone cuisine and dietary requirements. To learn about different Hispanic and Francophone celebrations and how to discuss these in the target language.
Key Knowledge	Verbs (inc. "to be" and "to have"). Adjectives (personality and appearance). Spanish word order (adjectives after nouns). Adjectival agreement (masculine and feminine). Negatives. Connectives. Intensifiers. Articles ("a" and "an").	Verbs (inc. "to play" and "to do"). Infinitives. Opinions and reasons. Articles ("the"). "Para" plus the infinitive. Comparatives. Infinitive phrases. First-person plural in the present tense. Telling the time.	Verbs (inc. "to eat" and "to drink"). Basic future expressions (near future and conditional tense in the first-person). Verbs (inc. "to wear"). Demonstrative pronouns. Verbs (inc. "to celebrate"). Future tense in the first-person plural form. Larger numbers. Examples of Hispanic/Francophone festivals.
Key Skills	Phonics and sounds, cognates, present tense verbs in the first-person.	Present tense verbs in the first-person. Use of infinitives. Constructions opinions with reasons. Use of "para". Use of frequency phrases. Using more varied adjectives. Using the first-person plural in the present tense..	Basic future tense expressions in the first-person. Using more varied adjectives. Using demonstrative pronouns. Saying dates in the target language
Key Vocabulary	Greetings Numbers Months Personality Appearance Pets Colours	Sports. Weather. Days of the week. Opinions. Adjectives to describe sports. Free-time activities. Frequency phrases. Opinion phrases. Adjectives to describe free-time activities.	Mealtimes. Food/drink. Religions. Adjectives to describe food/drink. Items of uniform/ clothing. Demonstrative pronouns. Using different pronouns in the present tense. Adjectives to describe clothes. Compass points. Names of festivals.

			Festival activities. Adjectives to describe festivals.
Key Reading	Reading texts in the target language on describing myself and others. Authentic texts: HT1 = Pollito Tito/Petit Poulet HT2 = La Cenicienta / Cendrillon	Reading texts in the target language on sports/free-time activities. Authentic texts: HT3 = Me gustas tú / J'aime le printemps (song) HT4 = poetry on technology.	Reading texts in the target language on food/festivals. Authentic texts: HT5 = Taquitos de carne / Tarte à l'orange HT6 = La Tomatina / Le quatorze juillet article
End Point	I can greet people in Spanish, describe myself and others, and say who is in my family.	I can say which sports I like, dislike and why. I can say what free-time activities I do and when, giving opinions and reasons.	I can say what I like and dislike to eat and discuss different diets, including Hispanic/Francophone and other requirements. I can say what I wear normally. I can name and describe different Hispanic and Francophone festivals and complete a project based on a festival of your choice.
Form of Assessment	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities.	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments.	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments.
Enrichment opportunities	Languages Cinema, European Day of Languages activities/competitions, trips abroad, Day of Hispanic/Francophone Culture activities, PE lesson in the target language, cookery lesson in the target language.		
Leadership opportunities	Support during Open Evenings, leading class and group discussions.		