



BLACKMINSTER MIDDLE SCHOOL

Community – Aspiration – Respect – Excellence

If you miss a lesson, please access Oak National Academy to help you complete lessons in this subject.

Lessons have been designed to ensure you are secure in the foundations of Spanish.

Key Substantive Knowledge: What will students learn?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 MFL	<u>Cities and festivals: to go, to have, present tense</u> In this unit pupils use prior and new knowledge of nouns, adjectives, and irregular verbs in new and familiar contexts, ranging from the classroom and belongings to an exploration of three cities: Ovideo and Barcelona in Spain and Iquique in Chile. Phonics que, qui, r, rr, n, ñ, v, b are revisited. Free Y6 Spanish Lesson & Curriculum Resources Oak National Academy	<u>Cities and festivals: to go, to have, present tense</u> In this unit pupils use prior and new knowledge of nouns, adjectives, and irregular verbs in new and familiar contexts, ranging from the classroom and belongings to an exploration of three cities: Ovideo and Barcelona in Spain and Iquique in Chile. Phonics que, qui, r, rr, n, ñ, v, b are revisited. Free Y6 Spanish Lesson & Curriculum Resources Oak National Academy	<u>What I and others do: the verb 'hacer'</u> In this unit, pupils use 'hacer' to understand short texts and ask and answer questions about birthdays and other celebrations. They learn to use 'hacer' meaning be with weather expressions and extend their sentences using the subordinating conjunction 'cuando', meaning when. What I and others do: the verb 'hacer' KS2 Y6 Spanish Lesson Resources Oak National Academy	<u>Festivals and places: plural -ar/-er verbs, 'hay', 'muchos/muchas'</u> In this unit pupils apply their knowledge of third person singular and plural -ar and -er verbs and new determiners 'mucho' and 'todo' to understand and communicate about festivals in Spain and Peru; the Tomatina, Fiestas Patrias and Inti Raymi, as well as aspects of Spain's physical geography. Festivals and places: plural -ar/-er verbs, 'hay', 'muchos/muchas' KS2 Y6 Spanish Lesson Resources Oak National Academy	<u>Festivals and places: plural -ar/-er verbs, 'hay', 'muchos/muchas'</u> In this unit pupils apply their knowledge of third person singular and plural -ar and -er verbs and new determiners 'mucho' and 'todo' to understand and communicate about festivals in Spain and Peru; the Tomatina, Fiestas Patrias and Inti Raymi, as well as aspects of Spain's physical geography. Festivals and places: plural -ar/-er verbs, 'hay', 'muchos/muchas' KS2 Y6 Spanish Lesson Resources Oak National Academy	<u>What we like to do: -er and -ar verbs in the 'we' form; 2-verb phrases</u> In this unit, pupils use newly introduced 2-verb structures with opinion verbs 'amar' and 'odiar' to say what they like and hate doing, and modal verbs 'deber' and 'querer' to say what they must do and want to do. Contexts include household chores, rules at school, Lanzarote in summer and a poem. What we like to do: -er and -ar verbs in the 'we' form; 2-verb phrases KS2 Y6 Spanish Lesson Resources Oak National Academy
Key Substantive Knowledge: What will students learn?						
Year 7 MFL	- Identity: 'estar' and 'ser' - Belongings: 'tener' and articles 'un' and 'una' In this unit, pupils learn singular forms of the verb 'estar' to talk about location and states, and singular forms of the verb 'ser' to talk about traits. They use adjective agreement as a complement to a verb to describe what someone is like, and learn sounds for vowels a, e, i, o, u in Spanish. In this unit, pupils learn the singular and plural indefinite articles, and that nouns have abstract gender. They form plural nouns with -s. Pupils learn the singular forms of 'tener' in the context of	- Activities: singular -AR verbs in the present tense - This unit introduces infinitive and singular forms of prototypical and top 25 regular -ar verbs, in the context of talking about what people do. Key sounds learnt are cue, cua, cui and ce and ci. This unit introduces infinitive and singular forms of prototypical and top 25 regular -ar verbs, in the context of talking about what people do. Key sounds learnt are cue, cua, cui and ce and ci.	- Life at school and home: negation with 'no', plural nouns - Places: definite articles, plural adjective agreement This unit introduces 'no' to negate verbs. Pupils add -es to form the plural of nouns which end in a consonant. They use plurals and numbers to talk about how many. The irregular form 'hay' is introduced, and is contrasted with 'tener'. Key sounds learnt are z, que, qui.	- Places: definite articles, plural adjective agreement - Celebrations: 'querer' and 'dar' In this unit, 'son' is introduced and contrasted with 'es'. Pupils add -s to adjectives for the plural form. They learn singular definite articles 'el' and 'la' and that these reflect the gender of all nouns. Plural 'los' and 'las' are also introduced. Key sounds learnt are ga, go, gu, ge, gi and j.	- What we have: 'tener' plural persons, plural adjectives - Activities: information questions In this unit, pupils work with an authentic text. They learn two plural forms of 'tener' - 'tenemos' and 'tienen', to talk about who people have in their families. Pupils learn that in Spanish, the adjective comes after the noun. Key sounds learnt are v, b, rr, r, silent h. This unit introduces four new question words, including	- What we can and must do: -AR verbs 1st person plural, modals 'poder' 'deber' - People and places: 'estar' and 'ser' In this unit pupils are introduced to the first person plural of -ar verbs, which they contrast with the singular. Pupils learn singular forms of modal verbs 'deber' and 'poder', modal verbs in negative statements, 'querer' with an infinitive. Key sounds revisited are e, i, u, ca, co, cu. In this unit, pupils learn plural forms 'estamos' and 'están' and

	belongings. Key sounds learnt are ll, l, ca, co, cu. Identity: 'estar' and 'ser' KS3 Y7 Spanish Lesson Resources Oak National Academy Belongings: 'tener' and articles 'un' and 'una' KS3 Y7 Spanish Lesson Resources Oak National Academy	Activities: singular -AR verbs in the present tense KS3 Y7 Spanish Lesson Resources Oak National Academy	In this unit, 'son' is introduced and contrasted with 'es'. Pupils add -s to adjectives for the plural form. They learn singular definite articles 'el' and 'la' and that these reflect the gender of all nouns. Plural 'los' and 'las' are also introduced. Key sounds learnt are ga, go, gu, ge, gi and j. Life at school and home: negation with 'no', plural nouns KS3 Y7 Spanish Lesson Resources Oak National Academy	This unit introduces the singular forms of 'dar' and 'querer' and combines them with nouns and indefinite articles, to mean giving and wanting in the context of festive seasons. Key sounds learnt are n and ñ. This unit introduces the singular forms of 'dar' and 'querer' and combines them with nouns and indefinite articles, to mean giving and wanting in the context of festive seasons. Key sounds learnt are n and ñ. Places: definite articles, plural adjective agreement KS3 Y7 Spanish Lesson Resources Oak National Academy Celebrations: 'querer' and 'dar' KS3 Y7 Spanish Lesson Resources Oak National Academy	cuánto(s), cuál(es), quién(es), which require number agreement. Singular forms of the verb 'hacer' are introduced, which then can be combined with question words. Key sounds revisited are a, o, ge, gi, j. What we have: 'tener' plural persons, plural adjectives KS3 Y7 Spanish Lesson Resources Oak National Academy Activities: information questions KS3 Y7 Spanish Lesson Resources Oak National Academy	'somos'. They contrast 'estar' for state or mood with 'ser' for traits. Pupils combine plural verbs with adjective agreement. They learn that 'de' and 'el' combine to form 'del' and contrast this with 'de la'. What we can and must do: -AR verbs 1st person plural, modals 'poder' 'deber' KS3 Y7 Spanish Lesson Resources Oak National Academy People and places: 'estar' and 'ser' KS3 Y7 Spanish Lesson Resources Oak National Academy
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Key Substantive Knowledge: What will students learn?

Year 8 MFL	Contrasting past and present events: -AR verbs singular persons People and places: 'ser' and 'estar' This unit introduces the preterite. Pupils form the preterite of the first and second persons singular of -ar verbs. They contrast this with the present tense of the first and second persons singular of -ar verbs. Pupils ask questions in the preterite, and form negative sentences using 'no'. This unit consolidates 'ser' for traits and 'estar' for state/ mood in the context of people and places now versus in general. Pupils combine these verbs with adjectives, practising agreement for gender and number. Weak vowels i and u are combined with strong vowels to create diphthongs.	Comparing what people do: -ER and -IR verbs Activities in and out of school: -er and -ir verbs In this unit, pupils learn to form the first person plural form of -er and -ir verbs, and the third person plural 'hacen'. They learn English has two translations of the Spanish present tense - present simple and continuous. Spanish subject pronouns are introduced. Stressed syllables are introduced. This unit introduces the first and second persons singular of the preterite for -er and -ir verbs, contrasted with their present tense counterparts. Pupils form yes/ no questions in the present and	Describing how people feel: 'tener' and 'dar' + noun Places: -ar, -er, -ir verbs 1st and 3rd person In this unit, pupils combine 'tener' and 'dar' with nouns to form idiomatic expressions to talk about how people feel. They learn new forms of 'dar' first person plural 'damos' and third person plural 'dan', and a new form of 'querer' first person plural 'queremos'. Pupils learn new stress rules. This unit develops pupils' verb knowledge. They	Activities past and present: -ar verbs, pronouns, adverbs Relationships and daily life: personal 'a', pronouns This unit introduces pupils to the third person singular preterite of -ar, -er, and -ir verbs. Pupils contrast these forms with their present tense counterparts. Key sounds revisited are z, que, qui. Pupils contrast z with ce and ci. In this unit, pupils learn how to use personal 'a'. Pupils are introduced to reflexive verbs and reflexive pronouns	Friendships and birthday celebrations: pronouns, 'gustar'-type verbs Opinions and feelings: gustar-type verbs, 'ser' and 'estar' This unit introduces object-verb-subject word order with direct object pronouns 'lo' and 'la' and indirect object pronouns 'me', 'te', 'le'. Pupils describe events, friendships and relationships. Key sounds revisited are n, ñ, b, v. This unit introduces 'gustar'-type verbs in the context of giving opinions about something. Exploitation of the text 'Ayaymamá' provides consolidation	Visit to a Spanish city: -ar, -er, -ir verbs Family and friends: possessive adjectives, comparatives This unit focuses on singular present tense -ar, -er, and -ir verbs. The unit revisits infinitives and 'para' with an infinitive. Key sounds revisited are a, e, i, o, u, r, rr, co, ci, ll, que, qui, silent h, gu, go, gui, ge, z, b, v. In this unit, pupils learn possessive adjectives 'su', 'sus', 'nuestra', 'nuestro'.
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	Contrasting past and present events: -AR verbs singular persons KS3 Y8 Spanish Lesson Resources Oak National Academy People and places: 'ser' and 'estar' KS3 Y8 Spanish Lesson Resources Oak National Academy	preterite tenses, and learn that some adjectives precede the noun Comparing what people do: -ER and -IR verbs KS3 Y8 Spanish Lesson Resources Oak National Academy Activities in and out of school: -er and -ir verbs KS3 Y8 Spanish Lesson Resources Oak National Academy	recap first and third person plural -ar, -er, and -ir verbs, and learn 'van a' to express future meaning. Pupils use 'ir de' with nouns to talk about activities, and combine 'para' with the infinitive to mean 'in order to'. Describing how people feel: 'tener' and 'dar' + noun KS3 Y8 Spanish Lesson Resources Oak National Academy Places: -ar, -er, -ir verbs 1st and 3rd person KS3 Y8 Spanish Lesson Resources Oak National Academy	'me' and 'te'. They contrast these with possessive adjectives 'mi' and 'tu'. Key sounds revisited are hard g with ga, go, gu, and soft g with ge, gi, j. Activities past and present: -ar verbs, pronouns, adverbs KS3 Y8 Spanish Lesson Resources Oak National Academy Relationships and daily life: personal 'a', pronouns KS3 Y8 Spanish Lesson Resources Oak National Academy	of 'ser' for traits and 'estar' for state/location. Key sounds revisited are rr, r, silent h. Friendships and birthday celebrations: pronouns, 'gustar'-type verbs KS3 Y8 Spanish Lesson Resources Oak National Academy Opinions and feelings: gustar-type verbs, 'ser' and 'estar' KS3 Y8 Spanish Lesson Resources Oak National Academy	They learn comparatives 'más/menos ... que' and irregular comparatives 'mejor que' and 'peor que'. Demonstratives 'este', 'esta', 'estos', 'estas' are introduced. Visit to a Spanish city: -ar, -er, -ir verbs KS3 Y8 Spanish Lesson Resources Oak National Academy Family and friends: possessive adjectives, comparatives KS3 Y8 Spanish Lesson Resources Oak National Academy
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National Curriculum links to topic:

This curriculum enables learners to manipulate language so that they can build their own meaning, sentences and structures independently. It develops pupils to be effective communicators who can confidently use their knowledge and skills to become global citizens and lifelong linguists, with a clear understanding of language and culture. A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. We introduce, for example, the essential verbs ‘to be’ and ‘to have’ early in the curriculum as pupils will use them frequently so that by the time they come to talk about the past, these verbs are firmly grasped and can be applied effectively as the auxiliary verbs that form the perfect tense. Attention is paid to vertical coherence via threads, which map the developments of concepts over time, for example in French, the thread ‘nouns and determiners’ begins with singular 'avoir' nouns in year 3, building to using the partitive article and the preposition ‘de’ at secondary.