**Year: Year 7.**
**Subject: Spanish.**
**Topic/Unit: Module 2: Mi tiempo libre (My Free Time).**
**When: Autumn Half Term 2.**

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**Overview: Why this? Why now?** After establishing foundational personal information in Module 1, students now progress to communicating their interests and daily habits. This unit focuses on the theme of leisure, allowing pupils to express personal preferences and describe their active lives outside of the classroom. It provides the essential linguistic tools to engage in social conversations about hobbies, sports, and the impact of weather on their choices.

**Building on... building to:** This unit builds upon the basic sentence structures and personal descriptions learned in Module 1. It serves as a vital stepping stone toward Module 3, where students will apply their knowledge of present tense verbs and opinions to the context of school life and subjects.

**Sequence summary:**

- **Week 1:** Introduction to leisure activities and expressing likes or dislikes using the "me gusta + infinitive" structure.
- **Week 2:** Mastery of the present tense for regular -ar verbs to describe what the student and others do in their spare time.
- **Week 3:** Describing weather conditions and using the connective "cuando" (when) to explain how weather dictates certain activities.
- **Week 4:** Distinguishing between sports that are "played" (*jugar*) and those that are "done" (*hacer*), alongside learning the days of the week.
- **Weeks 5-7:** Consolidation of vocabulary, preparation for assessments, and exploring cultural aspects such as Christmas in Spain.

**Key Vocabulary:**

*Hobbies, weather, sports, frequency phrases*

**Assessments:**

- **Formative:** Weekly low-stakes vocabulary tests in the back of exercise books.
- **Summative Reading/Listening/Writing:** A formal assessment covering all Module 2 topics

**Able and interested:** Higher-attaining students are encouraged to use intensifiers such as *muchísimo* (really, really) and *demasiado* (too much). They should aim to incorporate a wider range of connectors like *sin embargo* (however) and *por otro lado* (on the other hand) to create complex, justified arguments.

**Inclusion, Personal Development and Wider Skills:** The curriculum fosters **cultural awareness** by exploring Spain's diverse climate and traditions. Students develop **resilience** by deciphering unfamiliar language and **confidence** through role-play and presentations, preparing them to transfer classroom skills to real-world situations.

**Homework and Independent Learning:** Homework consists of weekly vocabulary memorisation and grammar exercises focusing on verb conjugations. A significant independent project involves a **first-draft extended writing task** about their free time, which is later refined following teacher feedback.