Year: Year 7

Subject: Spanish

Topic/Unit: Module 3 – Mi insti (My School)

When: Spring Term (Half Term 3)

Overview: Why this? Why now? This unit enables students to communicate about their everyday academic environment, including school subjects, timetable schedules, teachers, facilities, and break-time routines. Following foundational modules on personal identity and hobbies, this topic contextualizes language learning within a familiar setting. Students develop essential linguistic structures, including present tense verb conjugations, gender agreement, and article selection.

Building on: Prior learning of basic personal details, expressing simple opinions (me gusta), and baseline phonics.

Building to: Future units on family, local area, and extended transactional communication, establishing the grammatical foundation for full present tense verb paradigms.

Sequence summary:

- **School Subjects and Timetables:** Asking and answering ¿Qué estudias? using days of the week and school subjects.
- **Opinions and Justifications:** Expressing subject and teacher preferences (me gusta/n, me encanta/n) using qualifying adjectives (divertido, severo) and reasons (porque).
- **School Facilities:** Describing school grounds (¿Qué hay en tu insti?) using hay / no hay alongside indefinite (un/una/unos/unas) and definite (el/la/los/las) articles.
- **Break-Time Activities:** Detailing routines (¿Qué haces durante el recreo?) with regular present tense verbs (como, bebo, leo, escribo) and sequencers (primero, luego).
- **Synthesis & Proofreading:** Applying accuracy strategies (accent marks, adjectival agreement) to prepare and deliver an oral school presentation.

Key Vocabulary:

- **Subjects:** el dibujo, las ciencias, la educación física, el francés, las matemáticas, la historia.
- **Facilities:** el comedor, el gimnasio, el patio, la biblioteca, la piscina, los laboratorios.
- **Break Time: c**omo un bocadillo, bebo agua/zumo, leo mis SMS, juego al fútbol.

Grammar & Connectives: hay / no hay, porque, y, pero, también, primero, luego, muy, bastante.

Assessments:

- **Formative**: Vocabulary retrieval tests, mini-whiteboard translations, peer correction (bolígrafo verde), and listening prediction exercises.
- **Summative**: An end-of-unit oral presentation detailing school life and a structured writing task combining facilities, subject opinions, and break habits.

Able and interested: Extended writing tasks incorporating complex connectives (dado que, ya que), full present tense conjugations across -ar, -er, and -ir verbs, and multi-clause descriptions.

Inclusion, Personal Development and Wider Skills: Scaffolding supported via Sentence Builder booklets and visual prompts for SEND students. Promotes personal wellbeing through discussions of healthy break-time habits and fosters cultural awareness of school routines in Spanish-speaking countries.

Homework and Independent Learning: Weekly vocabulary revision using structured vocabulary sheets, ActiveLearn digital tasks, and proofreading exercises targeting accents and spelling patterns