

# MFL

## Year 7: Spanish

<p><b>Assessment Opportunities</b> Students in Year 7 are assessed on two skills per half term.</p> <p><b>Reading &amp; Understanding Speaking &amp; Reading Aloud Listening &amp; Responding Writing &amp; Translation</b></p>	<p><b>Literacy/Reading opportunities</b> Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in Spanish, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p><b>CEIAG Links</b></p> <p>Students make writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p> <p>Students are made aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p> <p>Students are prepared for spontaneous questioning about themselves that could arise in an interview e.g. personal qualities and strengths.</p> <p>Students improve skills such as ‘reading for gist’ or ‘scanning’ which can be taken into any job role when presented with new information to save time and be efficient.</p>
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### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## Year 7 Spanish Modern Foreign Language Department Scheme of Learning

Half term 1.1

[Knowledge Organiser 1.1 Click here](#)

Topic and Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<p><b>¡Viva! 1 módulo 1 Mi vida Unidad 1 pp. 8-9 ¿Cómo te llamas?</b></p>	<p>TBAT introduce myself in Spanish</p> <p>TBAT to recognise how the sound-spelling link works for some letter and groups of letters in Spanish.</p>	<p>GV1 Tenses (present)</p> <p>GV2 Grammatical structures (definite articles)</p> <p>LC5 Accurate pronunciation and intonation</p>	<p><i>Getting used to Spanish pronunciation</i></p> <p><i>Introducing yourself</i></p> <p><i>Definite articles (el, la, los, las)</i></p> <p><i>Adding definite articles to nouns</i></p> <p><i>Verb endings</i></p>	<p><i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i></p>	<p>Sound of the week: LL</p> <p>Sounds like English Y in "yo-yo"</p>	

<p><b>¡Viva! 1 módulo 1 Mi vida Unidad 2 pp. 10–11 ¿Qué tipo de persona eres?</b></p>	<p>TBAT to use adjectives correctly in Spanish</p> <p>TBAT to describe my personality in Spanish</p> <p>TBAT classify different nouns by gender</p> <p>TBAT to use a bilingual dictionary correctly.</p>	<p>GV2 Grammatical structures (adjectival endings) LC6 Translation into English LC8 Writing creatively</p>	<p>Gender of nouns</p> <p>Agreement of adjectives (gender / singular &amp; plural forms)</p>	<p><i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i></p>	<p>Sound of the week: CH</p> <p><i>Sounds like English CH in "cheese"</i></p> <p>+</p> <p>Learning how accents change where we put emphasis in Spanish words.</p>	
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<p><b>¡Viva! 1 Módulo</b>  <b>1 Mi vida</b>  <b>Unidad 3 pp.</b>  <b>12–13 ¿Tienes</b>  <b>hermanos?</b></p>	<p>TBAT talk about my age</p> <p>TBAT to use the verb TENER with all six people of the verb</p>	<p>GV2 Grammatical structures (indefinite articles)</p> <p>LC5 Speaking coherently and confidently</p> <p>LC6 Reading comprehension</p>	<p>Indefinite Articles</p> <p>The SIX people of the verb</p> <p>Verb conjugations</p> <p>What is an infinitive verb?</p>	<p><i>¿Cuántos años tienes?</i>  <i>Tengo... años.</i>  <i>Numbers: uno to quince (and cero)</i>  <i>¿Tienes hermanos?</i>  <i>Tengo un hermano.</i>  <i>Tengo una hermana.</i>  <i>Tengo un hermanastro.</i>  <i>Tengo una hermanastra.</i>  <i>Tengo dos hermanos.</i>  <i>Tengo dos hermanas.</i>  <i>No tengo hermanos.</i>  <i>Soy hijo único.</i>  <i>Soy hija única.</i></p>	<p>Sound of the week: hard C</p> <p><i>Sounds like English C in “car”</i></p>	<p><b>Checkpoint:</b>  <b>Peer Assessed</b></p>
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Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<p><b>¡Viva! 1</b>  <b>módulo 1 Mi vida</b>  <b>Unidad 4 pp. 14–15</b>  <b>¿Cuándo es tu cumpleaños?</b></p>	<p>TBAT to use numbers (1-31) and the alphabet in Spanish.</p> <p>TBAT to respond at both word level and sentence level to a direct question in Spanish.</p>	<p>LC2 Transcription</p> <p>LC5 Speaking coherently and confidently</p> <p>LC7 Literary texts</p>	<p>The use of capital letters in Spanish.</p> <p>Recognising other forms of punctuation in Spanish – Mirror Punctuation.</p> <p>Looking for patterns as a reading strategy.</p>	<p><i>¿Cuándo es tu cumpleaños?</i>  <i>Mi cumpleaños es el... de...</i>  <i>enero</i>  <i>febrero</i>  <i>marzo</i>  <i>abril</i>  <i>mayo</i>  <i>junio</i>  <i>julio</i>  <i>agosto</i>  <i>septiembre</i>  <i>octubre</i>  <i>noviembre</i>  <i>Diciembre</i></p> <p><i>Numbers: dieciséis to</i></p>	<p>Sound of the week: soft C</p> <p><i>Sounds like English TH in "thing"</i></p>	

<p><b>¡Viva! 1 módulo 1 Mi vida Unidad 5 pp. 16–17 ¿Tienes mascotas?</b></p>	<p>TBAT to talk about what pets have.</p> <p>TBAT to extend my writing skills by using nouns and adjectives together.</p> <p>TBAT explain why adjectives must agree in gender and number with a noun.</p>	<p>GV2 Grammatical structures (adjectival agreement)</p> <p>GV3 Developing vocabulary</p>	<p>Adjectival agreement for masculine and feminine</p>	<p><i>¿Tienes mascotas? No tengo mascotas. Tengo... un perro, un gato, un conejo un pez, un ratón una serpiente, una cobaya</i></p> <p><i>blanco/a amarillo/a negro/a rojo/a verde gris marrón azul rosa naranja</i></p>	<p>Sound of the week: CU + vowel</p> <p><i>Sounds like English QU in “queen”</i></p>	
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Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<p><b>¡Viva! 1</b>  <b>módulo 1 Mi vida</b>  <b>Unidad 6 pp. 18–19 Writing Skills</b>  <b>Cómo soy...</b></p>	<p>TBAT to write at paragraph level in Spanish with the aid of a writing frame.</p> <p>TBAT to check my work for grammatical accuracy.</p>	<p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (writing)</p> <p>LC8 Writing creatively</p>	<p>Making writing interesting by including connectives, intensifiers, verbs, adjectives and negatives</p> <p>Creating a dictionary of high-frequency words</p> <p>Working with a bilingual dictionary and a vocabulary glossary.</p>	<p><i>(no) tengo</i>  <i>(no) soy</i>  <i>vivo</i>  <i>es</i>  <i>son</i>  <i>y</i>  <i>pero</i>  <i>también</i>  <i>muy</i>  <i>bastante</i>  <i>poco</i></p>	<p>Sound of the week: Z</p> <p><i>Sounds like English TH in “thing”.</i></p>	<p><b>Listening and Dictation: Collective Feedback</b></p> <p><b>Speaking and Reading Aloud: Personalised Feedback</b></p>

Explicit link to CEAIG in year 7	Career industry/ sector link
<p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p>	
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To prepare students for spontaneous questioning about themselves that could arise in an interview/workplace e.g. personal qualities, strengths</p>	
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