

# Modern Foreign Languages Department

## Scheme of Learning

Year 7 Spanish  
(5 hours per fortnight)



Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

## 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
<b>¡Viva! 1 módulo 1 Mi vida Unidad 1 pp. 8–9 ¿Cómo te llamas?</b>	TBAT introduce myself in Spanish  TBAT to recognise how the sound-spelling link works for some letter and groups of letters in Spanish.	GV1 Tenses (present)  GV2 Grammatical structures (definite articles)  LC5 Accurate pronunciation and intonation	<i>Getting used to Spanish pronunciation</i>  <i>Introducing yourself</i>  <i>Definite articles (el, la, los, las)</i>  <i>Adding definite articles to nouns</i>  <i>Verb endings</i>	<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>	Sound of the week: LL  Sounds like English Y in “yo-yo”	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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>Sounds like English CH in "cheese"</p> <p>+</p> <p>Learning how accents change where we put emphasis in Spanish words.</p>	
---	--	--	--	---	--	--

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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>Sounds like English C in “car”</p>	<p><b>Assessment check point 1</b> <b>Collective feedback</b></p>
--	---	---	--	---	--	---

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>¡Viva! 1</b> <b>módulo 1 Mi vida</b> <b>Unidad 4 pp. 14–15</b> <b>¿Cuándo es tu cumpleaños?</b>	TBAT to use numbers (1-31) and the alphabet in Spanish.  TBAT to respond at both word level and sentence level to a direct question in Spanish.	LC2 Transcription  LC5 Speaking coherently and confidently  LC7 Literary texts	The use of capital letters in Spanish.  Recognising other forms of punctuation in Spanish – Mirror Punctuation.  Looking for patterns as a reading strategy.	<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>  <i>Numbers: dieciséis to</i>	Sound of the week: soft C  <i>Sounds like English TH in "thing"</i>	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<p><b>¡Viva! 1</b> <b>módulo 1 Mi</b> <b>vida</b> <b>Unidad 5 pp.</b> <b>16–17</b> <b>¿Tienes</b> <b>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?</i> <i>No tengo mascotas.</i> <i>Tengo...</i> <i>un perro, un gato, un conejo</i> <i>un pez, un ratón</i> <i>una serpiente, una cobaya</i></p> <p><i>blanco/a</i> <i>amarillo/a</i> <i>negro/a</i> <i>rojo/a</i> <i>verde</i> <i>gris</i> <i>marrón</i> <i>azul</i> <i>rosa</i> <i>naranja</i></p>	<p>Sound of the week: CU + vowel</p> <p><i>Sounds like English QU in "queen"</i></p>	
--	---	---	--	--	--	--

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>¡Viva! 1</b> <b>módulo 1 Mi vida</b> <b>Unidad 6 pp. 18–19 Writing Skills</b> <b>Cómo soy...</b>	TBAT to write at paragraph level in Spanish with the aid of a writing frame.  TBAT to check my work for grammatical accuracy.	GV3 Opinions and discussions  LC4 Expressing ideas (writing)  LC8 Writing creatively	Making writing interesting by including connectives, intensifiers, verbs, adjectives and negatives  Creating a dictionary of high-frequency words  Working with a bilingual dictionary and a vocabulary glossary.	<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>	Sound of the week: Z  <i>Sounds like English TH in "thing".</i>	<b>Assessment check point 2</b> <b>Collective feedback</b>

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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>	
This row is intentionally left empty for additional content	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness