

MFL

Year 7: Spanish

<p>Assessment Opportunities Students in Year 7 are assessed on two skills per half term.</p> <p>Reading & Understanding Speaking & Reading Aloud Listening & Responding Writing & Translation</p>	<p>Literacy/Reading opportunities 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>CEIAG Links 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 1.2

[Knowledge Organiser 1.2 Click here](#)

Topic and Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<p>¡Viva! 1 módulo 2 Mi tiempo libre Unidad 1 pp. 32–33 ¿Qué te gusta hacer?</p>	<p>TBAT to say what I do in my free time.</p> <p>TBAT give opinions using the verb GUSTAR</p> <p>TBAT to make the verb GUSTAR agree in singular and</p>	<p>GV2 Grammatical structures (the infinitive)</p> <p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (writing)</p>	<p>An introduction to verbal agreements with impersonal verb forms (Gustar)</p> <p>Using an infinitive in translation 'to ...'</p>	<p><i>¿Qué te gusta hacer?</i> <i>Me gusta...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada...</i> <i>navegar por Internet</i> <i>chatear</i> <i>escuchar música</i> <i>jugar a los videojuegos</i> <i>mandar SMS</i> <i>ver la televisión</i> <i>leer</i> <i>escribir correos</i> <i>salir con mis amigos</i></p>	<p>Sound of the week: QU</p> <p><i>Sounds like English C in "car"</i></p>	

<p>¡Viva! 1 módulo 2 Mi tiempo libre Unidad 2 pp. 34–35 ¿Cantas karaoke?</p>	<p>TBAT to conjugate a range of AR family verbs in the Simple Present tense.</p> <p>TBAT to identify the difference between a regular and irregular verb form.</p> <p>TBAT to negate a simple sentence structure in Spanish</p>	<p>GV1 Tenses (present)</p> <p>LC6 Translation into English</p>	<p>Verb endings (AR family) Simple Present)</p> <p>Infinitive verbs</p> <p>Negating a simple sentence structure with 'no'</p>	<p><i>¿Qué haces en tu tiempo libre?</i> <i>bailo</i> <i>toco la guitarra</i> <i>monto en bici</i> <i>saco fotos</i> <i>hablo con mis amigos</i> <i>canto karaoke</i></p> <p><i>todos los días</i> <i>a veces</i> <i>nunca</i> <i>de vez en cuando</i></p>	<p>Sound of the week: hard G</p> <p><i>Sounds like English G in "garden"</i></p>	
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<p>¡Viva! 1 módulo 2 Mi tiempo libre Unidad 3 pp. 36–37 ¿Qué haces cuando llueve?</p>	<p>TBAT to use adverbs of frequency to extend my writing in Spanish.</p> <p>TBAT talk about the weather in Spanish.</p> <p>TBAT to 'lift' set phrases to make my writing more interesting.</p>	<p>LC6 Reading comprehension</p> <p>LC8 Writing creatively</p>	<p>Using cuando as a relative conjunction to add detail</p>	<p><i>¿Qué tiempo hace?hace calor hace frío hace sol hace buen tiempo Llueve Nieva</i></p> <p><i>en primavera en verano en otoño en invierno</i></p>	<p>Sound of the week: soft G</p> <p><i>Sounds like a harsh, throaty H</i></p>	<p>Checkpoint: Peer Assessed</p>
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Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<p>¡Viva! 1 módulo 2 Mi tiempo libre Unidad 4 pp. 38–39 ¿Qué deportes haces?</p>	<p>TBAT distinguish between ...</p> <p>PRACTICAR JUGAR HACER</p> <p>... when talking about different types of sports.</p>	<p>GV2 Grammatical structures (irregular verbs)</p> <p>GV3 Opinions and discussions</p> <p>LC1 Listening and responding</p>	<p>Stem-changing and irregular verb forms</p>	<p><i>¿Qué deportes haces?</i> <i>Hago gimnasia.</i> <i>Hago artes marciales.</i> <i>Hago equitación.</i> <i>Hago atletismo.</i> <i>Hago natación.</i> <i>Juego al fútbol.</i> <i>Juego al tenis.</i> <i>Juego al voleibol.</i> <i>Juego al baloncesto.</i></p> <p><i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i></p>	<p>Sound of the week: J</p> <p><i>Sounds like a harsh, throaty H</i></p>	

<p>¡Viva! 1 módulo 2 Mi tiempo libre Unidad 5 pp. 40–41 Reading Skills ¿Eres fanático?</p>	<p>TBAT to identify cognate and near cognates as a reading strategy when dealing with more challenging texts.</p>	<p>GV3 Developing vocabulary LC6 Reading comprehension</p>	<p>Recognise cognates</p> <p>Understand information about someone's favourite things</p> <p>Recognise near-cognates</p> <p>Use context to work out the meanings of new words</p> <p>Use cognates, near-cognates and context to understand a text with lots of new words</p> <p>Note details from a text with lots of new words</p>	<p><i>honesto positivo paciente optimista saxofón esquí ciclismo tigre equipo defensa camiseta mi juego favorito</i></p>	<p>Sound of the week: N</p> <p><i>Sounds similar to English NY in "canyon"</i></p>	
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Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
Navidad en España Proyecto – Unidad 2 pp. 48	TBAT to talk about Christmas traditions in Spain & other Spanish speaking countries	LC5 Speaking coherently and confidently		<i>ir a la Misa del Gallo cantar villancicos decorar el árbol de Navidad hacer una cena especial mandar postales navideñas estar de vacaciones</i>	Sound of the week: V <i>Sounds the same as letter B, as in English “ball”</i>	Reading and Translation into Spanish: Collective Feedback Extended Writing: Personalised Feedback

Explicit link to CEAIG in year 7	Career industry/ sector link
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.	
To prepare students for spontaneous questioning about themselves that could arise in an interview/workplace e.g. personal qualities, strengths etc	
To improve reading skill for gist and deeper understanding when presented with new information in a business setting	

