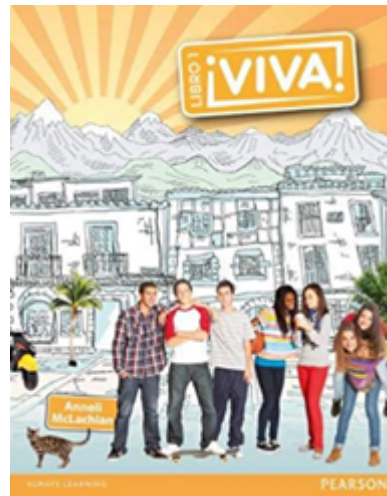


Modern Foreign Languages Department

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 1.2

[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
¡Viva! 1 módulo 2 Mi tiempo libre Unidad 1 pp. 32–33 ¿Qué te gusta hacer?	TBAT to say what I do in my free time. TBAT give opinions using the verb GUSTAR TBAT to make the verb GUSTAR agree in singular and	GV2 Grammatical structures (the infinitive) GV3 Opinions and discussions LC4 Expressing ideas (writing)	An introduction to verbal agreements with impersonal verb forms (Gustar) Using an infinitive in translation 'to ...'	<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>	Sound of the week: QU <i>Sounds like English C in "car"</i>	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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>Assessment check point 3</p> <p>Collective feedback</p>
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
Orange	Green	Blue	Purple	Red	Light Purple	Brown

Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 1 módulo 2 Mi tiempo libre Unidad 4 pp. 38–39 ¿Qué deportes haces?	TBAT distinguish between ... PRACTICAR JUGAR HACER ... when talking about different types of sports.	GV2 Grammatical structures (irregular verbs) GV3 Opinions and discussions LC1 Listening and responding	Stem-changing and irregular verb forms	<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> <i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i>	Sound of the week: J <i>Sounds like a harsh, throaty H</i>	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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: Ñ</p> <p><i>Sounds similar to English NY in "canyon"</i></p>	
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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
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>	Extended writing assessment 4 Personalised feedback

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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	

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
[Orange]	[Green]	[Blue]	[Purple]	[Red]	[Light Purple]	[Brown]

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness