

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</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 2.1

[Knowledge Organiser 2.1 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 6 pp. 42–43 Speaking Skills ¿Qué haces en tu tiempo libre?</p>	<p>TBAT to participate in a longer conversation about what I do in my free time.</p>	<p>GV2 Grammatical structures (the infinitive)</p> <p>GV3 Opinions and discussions</p> <p>LC4 Expressing ideas (writing)</p>	<p>Practise asking and answering questions using a sample dialogue</p> <p>Practise pronouncing Spanish letters</p> <p>Create a conversation, asking and answering questions</p>	<p><i>¿Qué?</i> <i>¿Cuándo?</i> <i>¿Cuántos?</i> <i>¿Cómo?</i> <i>¿Dónde?</i></p>	<p>Sound of the week: R</p> <p><i>Short tapped R on the roof of the mouth – compare “pero” and “perro”</i></p>	

<p>¡Viva! 1 módulo 3 Mi insti Unidad 1 pp. 56–57 ¿Qué estudias?</p>	<p>TBAT to talk about what I study at school.</p> <p>TBAT to use AR family verbs in the 1st person singular & plural.</p>	<p>GV3 Developing vocabulary</p> <p>LC3 Conversation</p>	<p>Use knowledge of cognates and near-cognates to work out vocabulary for school subjects</p> <p>Understand a text about a timetable</p> <p>Understand a Spanish song about school subjects and what 'we' do in class</p>	<p><i>¿Qué estudias?</i> <i>Estudio...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(el) español</i> <i>(la) religión</i> <i>(la) geografía</i> <i>(la) historia</i> <i>(la) tecnología</i> <i>(la) informática</i> <i>(las) ciencias</i> <i>(las) matemáticas</i> <i>(el) teatro</i></p> <p><i>¿Cuál es tu día favorito?</i> <i>Mi día favorito es el...</i> <i>¿Por qué?</i> <i>porque</i> <i>no</i> <i>estudio.../estudiamos...</i> <i>por la mañana</i> <i>por la tarde</i></p>	<p>Sound of the week: RR</p> <p><i>Rolled R – compare “pero” and “perro”</i></p>	<p>Checkpoint: Peer Assessed</p>
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<p>¡Viva! 1 módulo 3 Mi insti Unidad 2 pp. 58–59 ¿Te gustan las ciencias?</p>	<p>TBAT to express opinions about the subjects that I study in School.</p> <p>To revisit the use of the special verb GUSTAR.</p> <p>Making GUSTAR agree in singular & plural forms</p>	<p>GV2 Grammatical structures (me gusta(n)) GV4 Accuracy (grammar) LC4 Expressing ideas (speaking)</p>	<p>Using me gusta(n) + el/la/los/las when giving opinions about subjects</p> <p>Checking verbs, definite articles and adjectival agreement in sentences giving opinions</p>	<p><i>¿Te gusta...? ¿Te gustan...? Me gusta(n)... No me gusta(n)... No me gusta(n) nada... Me encanta(n)...</i></p> <p><i>porque es... interesante importante aburrido/a divertido/a práctico/a difícil fácil útil el profesor/la profesora es... paciente severo/a raro/a</i></p>	<p>Sound of the week: H</p> <p><i>Always silent, as in English "honest"</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>¡Viva! 1 módulo 3 Mi insti Unidad 3 pp. 60–61 ¿Qué hay en tu insti?</p>	<p>TBAT describe my school in more detail.</p> <p>TBAT use the HAY construction to build sentences.</p> <p>TBAT negate sentences with the HAY construction</p>	<p>GV2 Grammatical structures (articles) GV4 Accuracy (grammar) LC8 Writing creatively</p>	<p>Plural indefinite articles unos/unas (meaning 'some')</p> <p>Plural definite articles los/las (meaning 'the')</p>	<p><i>En mi instituto hay... no hay... un campo de fútbol un comedor un gimnasio un patio una clase de informática una piscina una biblioteca unos laboratorios unas clases</i></p> <p><i>moderno/a antiguo/a bonito/a feo/a pequeño/a grande</i></p>	<p>Sound of the week: A</p> <p><i>Sounds like A in English "apple"</i></p>	

<p>¡Viva! 1 módulo 3 Mi insti Unidad 4 pp. 62–63 Durante el recreo</p>	<p>TBAT to conjugate all verb families (AR, ER, IR) with regular verbs across the present tense.</p> <p>TBAT to transpose Present Tense verbs across all six verb people</p>	<p>GV1 Tenses (present)</p> <p>LC6 Reading comprehension</p>	<p>Present tense of regular -er and -ir verbs (full paradigms)</p>	<p><i>¿Qué haces durante el recreo?</i></p> <p><i>Como...</i> <i>algo</i> <i>unas patatas fritas</i> <i>un bocadillo</i> <i>una chocolatina</i> <i>unos caramelos</i> <i>chicle</i> <i>fruta</i></p> <p><i>Bebo...</i> <i>algo</i> <i>agua</i> <i>un zumo</i> <i>un refresco</i></p> <p><i>leo mis SMS</i> <i>escribo SMS</i></p> <p><i>primero</i> <i>luego</i> <i>normalmente</i> <i>a veces</i></p>	<p>Sound of the week: O</p> <p><i>Sounds similar to English O in "dog"</i></p>	<p>Listening and Dictation: Collective Feedback</p> <p>Reading Aloud: Personalised Feedback</p>
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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 make writing accurate by checking work as well as building longer, more complex sentences. This would be advantageous at university or when writing a CV.	



