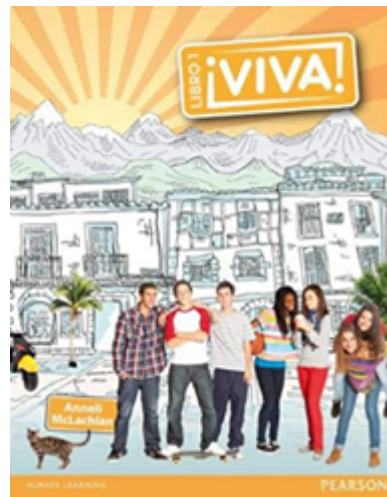


Modern Foreign Languages Department

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 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
¡Viva! 1 módulo 2 Mi tiempo libre Unidad 6 pp. 42–43 Speaking Skills ¿Qué haces en tu tiempo libre?	TBAT to participate in a longer conversation about what I do in my free time.	GV2 Grammatical structures (the infinitive) GV3 Opinions and discussions LC4 Expressing ideas (writing)	Practise asking and answering questions using a sample dialogue Practise pronouncing Spanish letters Create a conversation, asking and answering questions	<i>¿Qué?</i> <i>¿Cuándo?</i> <i>¿Cuántos?</i> <i>¿Cómo?</i> <i>¿Dónde?</i>	Sound of the week: R <i>Short tapped R on the roof of the mouth – compare “pero” and “perro”</i>	

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<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>Assessment check point 1 collective feedback</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...?</i> <i>¿Te gustan...?</i> <i>Me gusta(n)...</i> <i>No me gusta(n)...</i> <i>nada...</i> <i>Me encanta(n)...</i></p> <p><i>porque es...</i> <i>interesante</i> <i>importante</i> <i>aburrido/a</i> <i>divertido/a</i> <i>práctico/a</i> <i>difícil</i> <i>fácil</i> <i>útil</i> <i>el profesor/la profesora es...</i> <i>paciente</i> <i>severo/a</i> <i>raro/a</i></p>	<p>Sound of the week: H</p> <p><i>Always silent, as in English</i> <i>“honest”</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
¡Viva! 1 módulo 3 Mi insti Unidad 3 pp. 60–61 ¿Qué hay en tu insti?	TBAT describe my school in more detail. TBAT use the HAY construction to build sentences. TBAT negate sentences with the HAY construction	GV2 Grammatical structures (articles) GV4 Accuracy (grammar) LC8 Writing creatively	Plural indefinite articles unos/unas (meaning 'some') Plural definite articles los/las (meaning 'the')	<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> <i>moderno/a antiguo/a bonito/a feo/a pequeño/a grande</i>	Sound of the week: A <i>Sounds like A in English "apple"</i>	

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<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>Assessment check point 2 Extended writing 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.	

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A large empty rectangular box for student work.

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