

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 2.2

[Knowledge Organiser 2.2 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 3 Mi insti Unidad 5 pp. 64–65 Listening Skills ¿Te gusta tu instituto?	TBAT use prediction as a listening strategy TBAT listening for gist from a longer extract of spoken Spanish.	LC1 Listening and responding LC5 Speaking coherently and confidently	Use pictures and captions to make predictions about a listening exercise Use the questions to make predictions about a listening exercise	<i>Mi insti</i> <i>Mi recreo</i> <i>Mis asignaturas</i> <i>Correcto</i> <i>Incorrecto</i>	Sound of the week: E <i>Sounds similar to E in English "fed"</i>	Peer assessment

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<p>¡Viva! 1 módulo 3 Mi insti Unidad 6 pp. 66–67 Writing Skills ¿Cómo es tu insti?</p>	<p>TBAT to write at paragraph level about my school.</p>	<p>GV4 Accuracy (spelling, grammar)</p> <p>LC4 Expressing ideas (writing)</p>	<p>Checking written work for spelling errors and accents</p> <p>Checking for grammatical accuracy, by looking at verb endings, definite and indefinite articles and adjectival agreement</p> <p>Writing better sentences by using connectives, intensifiers, sequencers and expressions of frequency</p>	<p>Y <i>Pero</i> <i>O</i> <i>También</i> <i>Porque</i> <i>Muy</i> <i>Bastante</i> <i>Un poco</i> <i>Primero</i> <i>Luego</i> <i>A veces</i> <i>normalmente</i></p>	<p>Sound of the week: l</p> <p><i>Sounds like EE in English “feed”</i></p>	<p>Assessment check point 3</p> <p>Collective feedback</p>
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<p>¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 1 pp. 80–81 ¿Cuántas personas hay en tu familia?</p>	<p>TBAT describe my family</p> <p>TBAT use possessive adjectives correctly.</p>	<p>GV2 Grammatical structures (possessive adjectives)</p> <p>GV3 Developing vocabulary</p> <p>LC1 Listening and responding</p>	<p>Possessive adjectives</p> <p>Adjectival agreement revisited</p>	<p><i>mi madre mi padre mis padres mi hermano/a mi hermanastro/a mi abuelo/a mis abuelos mi bisabuelo/a mi tío/a mis tíos mi primo/a mis primos</i></p> <p><i>tiene/tienen... años se llama/se llaman</i></p> <p><i>veinte treinta cuarenta cincuentasesenta setenta ochenta noventa</i></p>	<p>Sound of the week: U</p> <p><i>Sounds similar to OO in English "food"</i></p>	<p>Peer assessment</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 4 Mi familia y mis amigos Unidad 2 pp. 82–83 ¿De qué color tienes los ojos?	TBAT to use the irregular verbs SER and TENER in the Present Tense across all six-verb people.	GV2 Grammatical structures (irregular verbs, adjectival word order) LC6 Reading comprehension LC8 Writing creatively	Dealing with irregular verb forms Using irregular verb tables Position, placement & agreement of adjectives.	<i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos...</i> <i>azules</i> <i>grises</i> <i>marrones</i> <i>verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo...</i> <i>negro</i> <i>rubio</i> <i>castaño</i> <i>azul</i> <i>liso</i> <i>rizado</i> <i>largo</i>	Sound of the week: El <i>Sounds like AI in English "paid"</i>	

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<p>¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 3 pp. 84–85 ¿Cómo es?</p>	<p>TBAT describe what others look like.</p> <p>TBAT to use a variety of verbs both regular and irregular in the 3rd person singular & plural of the Present Tense.</p>	<p>LC6 Reading comprehension</p> <p>LC8 Writing creatively</p>	<p>Using present tense verbs in the 3rd person</p>	<p><i>(No) Es... alto/a bajo/a pequeño/a joven viejo/a guapo/a gordo/a delgado/a feo/a simpático/a inteligente Tiene pecas. Tiene barba.</i></p>	<p>Sound of the week: IE</p> <p><i>Sounds like YE in English "yes"</i></p>	<p>Assessment check point 4 Collective feedback</p>
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Explicit link to CEAIG in year 7	Career industry/ sector link
<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 to speak confidently in front of others e.g. giving presentations, speaking in tutorials/answering questions in lectures</p>	
<p>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.</p>	
<p>To encourage accurate listening and processing skills for interviews/university lectures etc.</p>	

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A large empty rectangular box for student work.

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