

# MFL

## Year 7: Spanish

<p><b>Assessment Opportunities</b> Students in Year 7 are assessed on two skills per half term.</p> <p><b>Reading &amp; Understanding</b> <b>Speaking &amp; Reading Aloud</b> <b>Listening &amp; Responding</b> <b>Writing &amp; Translation</b></p>	<p><b>Literacy/Reading opportunities</b> 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><b>CEIAG Links</b></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 3.1

[Knowledge Organiser 3.1 Click here](#)

Topic and Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<p><b>¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 4 pp. 86–87 ¿Cómo es tu casa o tu piso?</b></p>	<p>TBAT describe where I live in more detail.</p> <p>TBAT use the irregular verb ESTAR</p>	<p>GV2 Grammatical structures (the verb estar)</p> <p>LC5 Speaking coherently and confidently</p>	<p>Use of accents</p> <p>Irregular verb forms</p>	<p><i>Vivo en... una casa un piso bonito/a antiguo/a cómodo/a pequeño/a grande Moderno/a</i></p> <p><i>Está en... la montaña un pueblo una ciudad la costa el campo</i></p>	<p>Sound of the week: AI</p> <p><i>Sounds like English word “eye”</i></p>	

<p><b>¡Viva! 1 módulo 4 Mi familia y mis amigos Unidad 5 pp. 88–89 Reading Skills El carnaval en familia</b></p>	<p>TBAT to read for key information from a longer text.</p>	<p>GV3 Developing vocabulary</p> <p>LC6 Reading comprehension</p>	<p>Use a dictionary to look up nouns</p> <p>Use a dictionary to look up adjectives</p> <p>Use a dictionary to look up verbs</p> <p>Look up words from short texts</p> <p>Identify details from a text</p> <p>Identify new words in a text and how to work out their meanings</p>	<p><i>el desfile la calle la mariposa los fuegos artificiales los mariscos el coro los nietos los erizos la madrastra el padrastro la canción caótico</i></p>	<p>Sound of the week: UE</p> <p><i>Sounds like “we” in English “west”</i></p>	<p><b>Checkpoint: Peer Assessed</b></p>
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<b>Consolidation Planning of an extended piece of writing</b>	TBAT to complete a piece of extended writing using a verb table, a glossary and a bi-lingual dictionary.	LC8 Writing creatively to include my own views and opinions.			Sound of the week: EU  <i>Treat as two separate sounds "eh" and "oo" placed together</i>	
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Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>Consolidation Completion of a piece of extended writing.</b>	TBAT to complete a piece of extended writing using a verb table, a glossary and a bi-lingual dictionary	LC8 Writing creatively to include my own views and opinions.			Sound of the week: AU  <i>Sounds like OU in English "house"</i>	<b>Listening and Dictation: Collective Feedback</b>  <b>Speaking and Reading Aloud: Personalised Feedback</b>

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 to speak confidently in front of others e.g. giving presentations, speaking in tutorials/answering questions in lectures	
To write creatively, using opinion and build longer, more complex sentences. This would be advantageous at university or in project management.	
To encourage accurate reading skills for gist and deeper understanding in interviews/university lectures etc.	





