MFL
Year 7: Spanish

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
Students in Year 7 are assessed on two skills per half term. **Reading & Understanding** **Speaking & Reading Aloud** **Listening & Responding** **Writing & Translation**	Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in Spanish, in addition to realia. Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.	Students make writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV. 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. Students are prepared for spontaneous questioning about themselves that could arise in an interview e.g. personal qualities and strengths. 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.

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 3.2

Topic and Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
¡Viva! 1 módulo 5 Mi ciudad Unidad 1 pp. 104–105 ¿Qué hay en tu ciudad?	TBAT to use 'a' 'some' and 'many' in Spanish TBAT to say what there is / isn't in my city or town	GV2 Gramatical structures (un/una, unos/unas and muchos/muchas) LC1 Listening and responding LC4 Expressing ideas (writing)	Use of indefinite articles and quantitative adjectives	*¿Qué hay en tu pueblo o tu ciudad? Hay…* *un castillo* *un mercado* *un estadio* *un centro comercial* *un polideportivo* *una piscina* *una universidad* *unos museos* *unas plazas* *muchos parques* *muchos restaurantes* *muchas tiendas* *No hay museo.*		

¡Viva! 1 módulo 5 Mi ciudad Unidad 2 pp. 106–107 ¿Qué haces en la ciudad?	TBAT to tell the time in Spanish TBAT to use higher numbers in Spanis TBAT use the irregular verb IR in Spanish in the present tense with all six verb people	GV2 Grammatica l structures (the verb ir, a + el) LC1 Listening and responding LC5 Speaking coherently and confidently	Full paradigm of the verb "ir" "Al" and "del" as combinations of a/de + el	*¿Qué hora es?* *Es la una.* *Son…* *las dos* *las tres* *las cuatro* *las cinco* *las seis* *las siete* *las ocho* *las nueve* *las diez* *las once* *las doce* *y cinco, y diez, y cuarto* *y veinte, y veinticinco, y media* *menos veinticinco, menos veinte, menos cuarto, menos diez, menos cinco* *¿Qué haces en la ciudad?* *Salgo con mis amigos.* *Voy al cine.* *Voy al parque.* *Voy a la cafetería.* *Voy a la bolera.* *Voy a la playa.* *Voy de paseo con mi familia.* *Voy de compras.*		**Checkpoint: Peer Assessed**

				No hago nada.		

¡Viva! 1 módulo 5 Mi ciudad Unidad 3 pp. 108–109 En la cafetería	TBAT to order food in a café TBAT to use the irregular verb QUERER across all six-verb people in the present tense.	GV2 Grammatical structures (the verb querer) LC3 Conversation	Using the stem-changing verb "querer" (full paradigm)	*una bebida* *un café* *un té* *una Fanta limón* *un batido de chocolate* *un batido de fresa* *una Coca-Cola* *un granizado de limón* *una ración (de)…* *gambas* *jamón* *calamares* *croquetas* *patatas bravas* *tortilla* *pan con tomate* *¿Qué quieren?* *Yo quiero…* *¿Algo*		

Topic & Link to Viva 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
¡Viva! 1 módulo 5 Mi ciudad Unidad 4 pp. 110–111 ¿Qué vas a hacer?	TBAT say what I am going to do using the near future tense.	GV1 Tenses (the near future tense) LC3 Conversation LC6 Translation into English	Forming the near future tense	*¿Qué vas a hacer este fin de semana?* *el sábado por la mañana* *el viernes por la tarde* *(No) Voy a…* *jugar a los videojuegos* *ir de compras* *ir de paseo* *ir al parque* *bailar* *salir con mis amigos* *navegar por Internet*		**Reading and Translation into Spanish: Collective Feedback** **Extended Writing: Personalised Feedback**

¡Viva! 1 módulo 5 Mi ciudad Unidad 5 pp. 112–113 Listening Skills ¿Te gusta tu ciudad?	TBAT listen for specific detail from a longer spoken extract TBAT look out for 'distractors in listening.	GV3 Opinions and discussions LC1 Listening and responding	Listen for the word no in short sentences Listen for the word no in a longer text Listen for positive and negative opinions Avoid distractors Listen to who says what Listen for detail	High frequency words *aquí* *hasta* *a ver* *con* *más* *si* *sí* *no*		
Consolidation **The Spanish speaking world.** **Collaborative project and presentation (in English) about a Spanish speaking country.**						**End of year exam: Listening, Reading, Speaking, Writing, Translation** **Personalised Feedback.**

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, spontaneously e.g. interviews, tutorials, 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.	