

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 3.2

[Knowledge Organiser 3.2 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 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	<i>¿Qué hay en tu pueblo o tu ciudad?</i> <i>Hay...</i> <i>un castillo</i> <i>un mercado</i> <i>un estadio</i> <i>un centro comercial</i> <i>un polideportivo</i> <i>una piscina</i> <i>una universidad</i> <i>unos museos</i> <i>unas plazas</i> <i>muchos parques</i> <i>muchos restaurantes</i> <i>muchas tiendas</i> <i>No hay museo.</i>		

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<p>¡Viva! 1 módulo 5 Mi ciudad Unidad 2 pp. 106–107 ¿Qué haces en la ciudad?</p>	<p>TBAT to tell the time in Spanish</p> <p>TBAT to use higher numbers in Spanish</p> <p>TBAT use the irregular verb IR in Spanish in the present tense with all six verb people</p>	<p>GV2 Grammatical structures (the verb ir, a + el)</p> <p>LC1 Listening and responding</p> <p>LC5 Speaking coherently and confidently</p>	<p>Full paradigm of the verb “ir”</p> <p>“Al” and “del” as combinations of a/de + el</p>	<p>¿Qué hora es?</p> <p><i>Es la una.</i></p> <p><i>Son...</i></p> <p><i>las dos</i></p> <p><i>las tres</i></p> <p><i>las cuatro</i></p> <p><i>las cinco</i></p> <p><i>las seis</i></p> <p><i>las siete</i></p> <p><i>las ocho</i></p> <p><i>las nueve</i></p> <p><i>las diez</i></p> <p><i>las once</i></p> <p><i>las doce</i></p> <p><i>y cinco, y diez, y cuarto</i></p> <p><i>y veinte, y veinticinco, y media</i></p> <p><i>menos veinticinco, menos veinte, menos cuarto, menos diez, menos cinco</i></p> <p>¿Qué haces en la ciudad?</p> <p><i>Salgo con mis amigos.</i></p> <p><i>Voy al cine.</i></p> <p><i>Voy al parque.</i></p> <p><i>Voy a la cafetería.</i></p> <p><i>Voy a la bolera.</i></p> <p><i>Voy a la playa.</i></p>		
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
[Orange]	[Green]	[Blue]	[Purple]	[Red]	[Light Purple]	[Brown]

Voy de paseo con mi familia.
Voy de compras.
No hago nada.

Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<p>¡Viva! 1 módulo 5 Mi ciudad Unidad 3 pp. 108–109 En la cafetería</p>	<p>TBAT to order food in a café</p> <p>TBAT to use the irregular verb QUERER across all six-verb people in the present tense.</p>	<p>GV2 Grammatical structures (the verb querer)</p> <p>LC3 Conversation</p>	<p>Using the stem-changing verb “querer” (full paradigm)</p>	<p><i>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 calamare s croqueta s patatas bravas tortilla pan con tomate ¿Qué quieren? Yo quiero... ¿Algo</i></p>		
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

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¡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	<i>¿Qué vas a hacer este fin de semana?</i> <i>el sábado por la mañana</i> <i>el viernes por la tarde</i> <i>(No) Voy a... jugar a los videojuegos</i> <i>ir de compras</i> <i>ir de paseo</i> <i>ir al parque</i> <i>bailar</i> <i>salir con mis amigos</i> <i>navegar por Internet</i>		

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

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A large empty rectangular box for writing or drawing.

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