

Spanish Y7 scheme of work overview

| TERM | CONTEXT | GRAMMAR | PHONICS SSC - Sound-symbol correspondence | VOCABULARY |
|----------|---|--|---|---|
| TERM 1.1 | <ul style="list-style-type: none"> Describing places and location. Saying what someone is like at the moment. Saying what someone is like in general. Saying what people have. Saying what people do | <ul style="list-style-type: none"> Essential verbs <ul style="list-style-type: none"> ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) Indefinite articles, singular and plural nouns Adjectives - gender and agreement Yes/no questions with raised intonation -AR verbs in the present <ul style="list-style-type: none"> (1st, 2nd, 3rd persons singular) | <ul style="list-style-type: none"> Learn sounds for vowels in Spanish a, e, i, o, u Contrast SSC 'l' and 'll' Learn hard 'ca/co/cu' Learn 'cu' + vowel 'cue/cua/cui' Learn soft 'ce/ci' | <ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. High-frequency vocabulary relevant to given context. Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course. |
| TERM 1.2 | <ul style="list-style-type: none"> Saying what people do and don't do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Giving and wanting (festive season and family) | <ul style="list-style-type: none"> Using 'no' to make a verb negative HAY (vs 'TIENE') son [SER], adjective (number, agreement with -s in relation to the verb) Singular definite articles - el & la Plural definite articles - los & las DAR (to give, giving) - doy, das, da (plus noun) Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun) | <ul style="list-style-type: none"> Concentrate on pronunciation of 'z' Learn SSC 'que' Learn SSC 'qui' Learn hard 'ga/go/gu' Learn soft 'ge/gi' Learn 'j' Contrast SSC 'n' and 'ñ' | <ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to locations and family members. |

Assessment: Final week 1st half spring term (Week 2.1.6). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.

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| TERM 2.1 | <ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions | <ul style="list-style-type: none"> Adjective agreement (-o, -a, number) tenemos, tienen [TENER] Adjective position WH questions HACER (to do, make) (1st, 2nd and 3rd persons singular) | <ul style="list-style-type: none"> Contrast SSC 'v' and 'b' Contrast SSC 'r' and 'rr' Silent 'h' Revisit 'a' and 'o' Revisit 'e' and 'l' Revisit 'u' | <ul style="list-style-type: none"> Deepening vocabulary knowledge through work with a challenging text. Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) Question words |
| TERM 2.2 | <ul style="list-style-type: none"> Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must</i>, <i>can</i> and <i>want</i> to do Places and locations Saying what people are like today vs in general | <ul style="list-style-type: none"> -AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están [ESTAR] de + el → del vs de la somos, son [SER] | <ul style="list-style-type: none"> Revisit 'l' vs 'll' Revisit hard 'ca/co/cu' Revisit 'cu' + vowel 'cue/cua/cui' Revisit soft 'ce/ci' | <ul style="list-style-type: none"> Using a range of prototype -AR verbs Developing the verb lexicon (-AR verbs) and modal verbs |

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| TERM 3.1 | <ul style="list-style-type: none"> Describing activities (travel) Describing what people do Describing what people do (technology) | <ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions | <ul style="list-style-type: none"> Revisit 'z' Revisit 'que' and 'qui' Revisit ll/l Revisit hard 'ga/go/gu' Revisit soft 'ge/gi' Revisit 'j' | <ul style="list-style-type: none"> Deepening vocabulary and grammar knowledge through work with a challenging text. Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) |
| TERM 3.2 | <ul style="list-style-type: none"> Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans | <ul style="list-style-type: none"> Revisit - AR, ER, -IR verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) | <ul style="list-style-type: none"> Revisit the contrast 'n' and 'ñ' Revisit the contrast 'v' and 'b' Revisit the contrast 'r' and 'rr' Revisit Silent 'h' Revisit the full range of SSC taught this year | <ul style="list-style-type: none"> Developing a verb lexicon (-ER and -IR verbs). Deepening vocabulary and grammar knowledge through work with a challenging text. |

Assessment: 2nd half summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes. Additional (optional) holistic, proficient assessments. Total assessment time: 45 minutes.