

# Spanish Y7 scheme of work overview

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

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

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

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

**Assessment:** 2<sup>nd</sup> 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.