

## Y7 Spanish Scheme of work

**Autumn Term:** 13 weeks = 26 x 50 min lesson = 22 hours

**Spring Term:** 11 weeks = 22 x 50 min lesson = 18 hours

**Summer Term:** 12 weeks = 24 x 50 min lesson = 20 hours

- **Each topic must be delivered following the Extensive Processing Instruction:**

Steps	Sequence of lessons	Meaning <a href="https://gianfrancoconti.com/2020/01/09/my-approach-extensive-processing-instruction-e-p-i-an-important-clarification-in-response-to-many-queries/">https://gianfrancoconti.com/2020/01/09/my-approach-extensive-processing-instruction-e-p-i-an-important-clarification-in-response-to-many-queries/</a>
Modelling	L1 (+L2)	“presenting the target L2 chunks and patterns and how they work in highly comprehensible and structured contexts. They include worked examples which reduce cognitive load and enhance language awareness”
Awareness-raising	depending on cognitive load)	
Receptive processing	L3+4	“intensive phase of listening and reading tasks (RECEPTIVE PROCESSING PHASE) involving lots of comprehensible input, thorough processing and input-flooding (lots of repetition – quite repetitive and structured for weaker learners and less structured for stronger ones)”
Structured processing	L5	highly structured forced (controlled) output tasks which recycle every single chunk you have just modelled as well as ‘old’ ones (from previous lessons). The interactive reading aloud activities (e.g. Mind reading, Sentence stealer, Sentence chaos, Liar liar) you will stage at the beginning of this phase are only meant to practice decoding skills and articulatory fluency. They are desirable with weaker learners with poor or emerging decoding skills and are solely aimed at developing the students’ mastery of the phonotactics of the language (an important sub-set of decoding skills), which is an important prerequisite of fluency.
Expansion	(L6)	“focus on the grammar underlying the chunks and patterns in more detail and provide consolidating practice (highly controlled still, to avoid cognitive load). In some cases (e.g. for verb conjugations and agreements in French) you have to, if you want to increase the generative power of the target L2 chunks.”
Autonomy	L6	This phase is KEY if you want to attain fluency and spontaneity. In this phase you gradually wean the students off the sentence builder. This phase includes my oral / interactive translation games (No snakes no ladders, Communicative translation drills, Chain reaction, Oral Ping-Pong, etc.), traditional drills and highly structured communicative tasks which – based on the principles of ‘Task naturalness’, ‘Task usefulness’ or “Task essentialness” – force the students to use the target chunks.
Routinization and Spontaneity (after 2/3 SBs taught)	Every 2 or 3 SBs	Learning to use the target chunks creatively

Communicative function		Introducing oneself and a family member				
week	Sub-functions	target constructions	vocabulary	grammar/ common misconceptions	question skills	recycling + location
2 weeks	Introducing target language + the importance of learning a language	Classroom instructions + answering the register	feelings	I am / he is /she is		T:\MFL\1. Spanish\Y7\Target language T:\MFL\1. Spanish\Y7>Title page
3 weeks	Talking about my name and my age	me llamo... y tengo... años mi hermano se llama... y tiene... años	numbers up to 15 alphabet	introduction of: reflexive verbs: my name is/ his/her name is I have / he/she has	¿Cómo te llamas? ¿Cómo se escribe? ¿Cuántos años tienes?	Use of target language + answering the register T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 week	Assessment + feedback	Reading + writing				
October half term						
3 weeks	Saying when my birthday is where I am from	me llamo... soy de ... y mi cumpleaños es el ... de ... Mi amigo se llama.... es de ... tiene... años y su cumpleaños es el ... de ...	numbers up to 31 months	I am/he is his vs my	¿De dónde eres? ¿Cuándo es tu cumpleaños? <a href="https://www.class-tools.net/random-name-picker/99_JEkfXV">https://www.class-tools.net/random-name-picker/99_JEkfXV</a>	telling your name recap numbers up to 15 T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member
1 lesson	Assessment + feedback	Listening + translation				
3 weeks	Describing hair and eyes writing assessment	me llamo... y tengo ... años Tengo el pelo ... y ... Tengo los ojos + colour y (no) llevo + features + same with 3 <sup>rd</sup> person singular	hair colours eye colours special features	I have/he-she has I wears/he wears I don't wear he doesn't wear paradigm of "tener"	¿De qué color tienes los ojos? ¿Cómo es tu pelo?	telling your name and your age T:\MFL\1. Spanish\Y7\1. Introducing oneself and a family member

1 lesson	Assessment + feedback	Writing assessment						
<b>Employability</b>	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Staying positive	Independence	Listening	
<b>Careers Links</b> Tour manager: <a href="https://www.unifrog.org/student/careers/keywords/tour-manager">https://www.unifrog.org/student/careers/keywords/tour-manager</a>								
<b>NC Links:</b> G &V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8								
<b>Christmas holidays</b>			<b>Introducing oneself and a family member</b>					
Communicative function	Sub-functions	week	Sub-functions	week	Sub-functions	week	week	
2 weeks	Describing hair and eyes Paradigm of “tener”	2 weeks	Describing hair and eyes Paradigm of “tener”	2 weeks	Describing hair and eyes Paradigm of “tener”	2 weeks	2 weeks	
1 lesson	assessment on verb “tener”							
3 weeks	Saying where I live and where I am from	3 weeks	Saying where I live and where I am from	3 weeks	Saying where I live and where I am from	3 weeks	3 weeks	
1 week	Speaking assessment							
<b>February half-term</b>								
4 weeks	Talking about my family members, saying their age and how well I get along with them + why	In my family there is + family member + he/she has + age + years old	numbers up to 100 family members	“I” form of reflexive verbs	¿Cómo es tu familia?	Numbers up to 31	Hair and eyes descriptions tener	
1 week	Assessment							
<b>Employability</b>	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Staying positive	Independence	Listening Staying positive	
<b>Careers Links</b>	Travel agent: <a href="https://www.unifrog.org/student/careers/keywords/travel-agent">https://www.unifrog.org/student/careers/keywords/travel-agent</a>							
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Easter holidays						
5 weeks	Describing myself and another family member and	Family member is + adjective	adjectives of personality	paradigm of "ser" Adjectival agreements	¿Cómo es tu familia?	family members, he/she is, I am
1 week	assessment	Grammar				
May half-term						
5 weeks	Describing pets	en casa tengo + pet + que se llama... + es + adjective	pets colours	paradigm of "tener" "I would like" negative adjective agreement un caballo vs una cobaya	¿Tienes una mascota?	Personality, appearance and colours + name
1 week	Assessment + feedback listening and translation					
Employability	Aiming high Communication	Literacy Presenting	Creativity Teamwork	Numeracy Problem solving	Leadership Independence Staying positive	Listening
Careers Links	Marketing executive: <a href="https://www.unifrog.org/student/careers/keywords/marketing-manager">https://www.unifrog.org/student/careers/keywords/marketing-manager</a>					
NC Links: G & V : 1, 2, 3, 4 ; LC : 1, 2, 3, 4, 5, 6, 7, 8						

• **Homework:**

Homework:	should be set according to the hmw timetable
1 <sup>st</sup> week of teaching a new sentence builder	Blooket in link with the SB content (optional + reward with achiev. pt for students who complete it) or set work on Sentence builder website
2 <sup>nd</sup> week	Worksheet: Vocabulary building matching the SB
3 <sup>rd</sup> week:	Reading or exercise in link with SB or set work on sentence builder website tailored to the class ability
4 <sup>th</sup> + 5 <sup>th</sup> week:	Grammar practice

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Communicative function		Describing food and routine behaviour in the present and indicating location				
Week	Sub-functions	target constructions	vocabulary	grammar	question skills	recycling
3 weeks	Talking about food: likes/dislikes/ reasons	Likes/dislikes + item of food + opinion	Food Adjectives for food	Adjective agreements Full paradigm of "comer" and "beber"	¿Qué te gusta comer? ¿Qué te gusta beber? ¿Qué odias comer? ¿Qué odias beber?	Times markers Opinion phrases "es" and "son"
	Assessment: grammar + speaking					
3 weeks	Talking about clothes and accessories I wear, how frequently and when	openers + I wear/she/he wears + item of clothing + colour	clothes types of weather places in town	adjective agreement present tense of "llevar"	¿Qué llevas?	colours adjective agreement time markers
	Assessment: listening + translation					

## February half-term

Communicative function		Describing routine behaviour in the present and indicating time and expressing opinions				
3 weeks	Saying what I (and others) do in our free time	I play/do/go + sports + when	Free time activities	full paradigm of verbs "hacer, jugar, ir"	¿Qué haces en tu tiempo libre?	time markers weather likes/dislikes pets
	Assessment: writing					
4 weeks	Talking about weather and free time	when + weather + verb + activity	weather places in town	full paradigm of verbs "hacer, jugar, ir"		clothes free time family members numbers sports and hobbies
1 week	Assessment: reading + grammar					

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## Easter holidays

2 weeks	Talking about weather and free time	when + weather + verb + activity	weather places in town	full paradigm of verbs "hacer, jugar, ir"		clothes free time family members numbers sports and hobbies
4 weeks	Talking about my daily routine	time + verbs + detail	the time sequencing actions	reflexive verbs for the first person of singular		time markers reflexive verbs paradigms of verbs in the present tense numbers clothes eyes and hair food jobs

Assessment: listening + translation

## May half-term

Communicative function		<b>Making plans for the future, indicating time, location and expressing opinions</b>				
5 weeks	Talking about my future plans for the holidays	verbs + detail + opinion	means of transport duration justification	Near future tense		paradigm of verb "ir" Free time activities opinions

Assessment: writing

<b>Employability</b> <b>Communication</b>	Aiming high <b>Presenting</b>	<b>Literacy</b> <b>Teamwork</b>	<b>Creativity</b> <b>Problem solving</b>	Numeracy Staying positive	Leadership	Independence	<b>Listening</b>
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