

## St Michael's Church of England High School – Scheme of Learning Overview

<b>Subject: Spanish HT1</b>		<b>Year group: 7</b>	
<b>Unit: Mi Vida</b>			
Overview (including links to Big Ideas)			
<p>In this module students are introduced to further language and concepts and links are made to vocabulary that may be recognised from KS2. <b>High Frequency Words</b> are taught and recalled through the Knowledge Organiser along with <b>Gender of Nouns</b> which is visited regularly through this topic with a direct link to adjectival agreement. <b>Pronunciation, Intonation and Fluency</b> is developed from the beginning of this theme through the investigation of <b>Phonics</b> and the mechanics of the language. <b>Verbs and Tenses</b> are covered through the study of verbs in the present tense during personal introduction. Across the lesson sequence pupils are given the opportunities to practise the four skills and apply them to the theme of Personal Introduction and Description.</p>			
Links to Prior and Future learning (Why this? Why now?)			
<p>Pupils progress from language learnt at KS2 to talk, write and understand in more detail vocabulary and grammar linked to personal identity. In developing their vocabulary and grammar they would then be appropriate to introduce expressing opinion and justification in their next module. This in turn would link to GCSE Theme 1 Culture and Identity.</p>			
Key Knowledge/Learning Objectives		Lesson sequence	
Pupils should know how to:			
Introduce and recognise names		¿Cómo te llamas? Week 1	
Use adjectives to describe self and others		¿Qué tipo de persona eres? Week 2	
Talk about siblings		¿Tienes hermanos? Week 3	
To recognise birthdays		¿Cuándo es tu cumpleaños? Week 4	
To talk about about pets		¿Tienes mascotas? Week 5	
To consolidate vocab/Extend Writing		Cómo soy... Week 6	

Key vocabulary (Tier 2 and 3)	Reading/Writing/Numeracy development
<p>¡Hola!  ¿Qué tal?  Fenomenal.  Bien, gracias.  Regular.  Fatal.  ¿Cómo te llamas?  Me llamo...  ¿Dónde vives?  Vivo en...  Adiós.  Hasta luego.  ¿Qué tipo de persona eres?  Soy sincero/a. tímido/a. tranquilo/a. divertido/a.  serio/a. simpático/a. tonto/a. listo/a. generoso/a.  ¿Cuántos años tienes? Tengo... años.  Numbers: uno to quince (and cero)  ¿Tienes hermanos?  Tengo un hermano. una hermana. un  hermanastro. una hermanastra. dos hermanos  dos hermanas.  No tengo hermanos. Soy hijo único.</p>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Calendar</li> <li>• Alphabet</li> <li>• Developing extended writing</li> <li>• Word order</li> <li>• Word/Sentence Level</li> <li>• Grammar rules</li> <li>• Recognising cognates</li> </ul>
Teaching strategies	
<p>Quality First Teaching strategies (QFT)</p> <ul style="list-style-type: none"> <li>• Use of Red/Green cards</li> <li>• Open ended questioning</li> <li>• Modelling</li> <li>• Model answers</li> <li>• Scaffolded tasks</li> <li>• Peer Questioning</li> <li>• Cold calling</li> </ul> <p>Stretch and Challenge</p> <ul style="list-style-type: none"> <li>• Activities within lessons which allow students to expand on knowledge gained in the lesson</li> <li>• Activities which allow pupils to extend their writing or speak creatively</li> <li>• Activities that encourage independent thinking and confident talking</li> </ul>	
Assessment	
<p>Opportunities for peer (and/or self) assessment are identified throughout; teachers will need to ensure that success criteria are made available to students when embarking on any form of assessment.</p> <ul style="list-style-type: none"> <li>• Knowledge recall quizzes (red pen exercises) on both languages to consolidate longer term</li> <li>• Peer assessment</li> <li>• Teacher feedback orally on presentations</li> <li>• Half termly assessment (review of content covered in scheme of learning)</li> </ul>	

Homework	
Students will be provided with a knowledge organiser. Students will be tested on their knowledge of the key vocabulary every lesson	
Cultural/Social/Economic Development	Subject specific information (eg scientific enquiry/historical enquiry/key practicals)
Cultural capital/enrichment Origins. Describing people	Subject specific information/grammar Using Tener ( to have ) and Ser ( to be ) Adjectival forms and agreements / definite and indefinite articles