



Scheme of Learning Spanish	Year 7 Term 2B (Saying what you want for your birthday)
Learning Outcome	<p>This is the second unit of a new language for Year 7 Spanish, so they will be covering the basics and by the end of the unit have knowledge and understanding of vocabulary, grammar and phonics (Sound-symbol-correspondence) relating to descriptions and locations.</p> <p>Ability to understand the grammar, vocabulary and SSC (Sound-symbol-correspondence)</p>
Key Question	<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</li> </ul>
Knowledge: Concepts, Skills and Terminology	<p><b>Grammar:</b></p> <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) <ul style="list-style-type: none"> <li>- doy, das, da (plus noun)</li> </ul> </li> <li>• Modal verb <b>QUERER</b> (to want, wanting) <ul style="list-style-type: none"> <li>- quiero, quieres, quiere (plus noun)</li> </ul> </li> </ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>• Students have this vocabulary written in their vocabulary books as well as issued through lists.</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• Choral repetition</li> <li>• Mini White boards</li> <li>• Quizlet set of flashcards</li> <li>• Listening file for vocabulary</li> </ul>
Key Assessment	<ul style="list-style-type: none"> <li>• Grammar tests</li> <li>• Vocabulary tests</li> <li>• Dictation tests</li> </ul>

## NHSG Key Stage 3 Unit Overview for Year 7 Term 2b



<b>Clear sequencing of content</b>	The lessons are structured to introduce new words gradually, and then revisit and reinforce them over time. This repetition helps ensure it retains the vocabulary long-term. When it comes to grammar, the program follows a slow and steady approach—introducing one new main grammatical concept every two weeks. This gives enough time for students to practice and apply what they’re learning without feeling lost or rushed. The curriculum also balances other key aspects of language learning, such as pronunciation (phonics), different ways of practicing (speaking, listening, reading, and writing), and reviewing past material to strengthen understanding.
<b>Links to Careers</b>	In this unit there is not anything linked to careers
<b>Diversity and Inclusion</b>	inclusion and representation are integrated into the Schemes of Work (SOW) and lesson resources breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspects of areas in which the target language is spoken.
<b>Intervention support</b>	Students will be provided with a Language Guide of which they will have a hard copy and a digital copy they can access through
<b>Challenge</b>	Language gym activities