

SCHOOL: The Plamer Catholic Academy		YEAR: 7/8
Term 1 - Lesson 1		Module 1
<i>¡Viva! 1 Módulo 1 Mi vida</i> <i>Unidad 1 pp. 8-9 ¿Cómo te llamas?</i>		
Programme of Study	GV1 Tenses (present) GV2 Grammatical structures (definite articles) LC5 Accurate pronunciation and intonation	
Lesson starters	1 Use town names to practise Spanish pronunciation 2 Revise the key sound-spelling links <i>Alternative:</i> revise pronunciation words using ActiveTeach p.008 Class Game	
Plenary	Review Spanish pronunciation and greetings phrases by playing 'hot seat'	
Learning objectives	Getting used to Spanish pronunciation Introducing yourself	
Grammar	definite articles (<i>el, la, los, las</i>) verb endings	
FCSE links	-	
Learning outcomes...		
Listening	L1-3	Listen to animal words to get the feel of Spanish pronunciation Listen to a rap about greetings phrases Understand a short conversation
Speaking	L1-3	Say and act Spanish animal words to get the feel of Spanish pronunciation Create dialogues to practise greetings phrases
Reading	L3	Read a short dialogue
Writing	L1-2	Write definite articles Write short sentences to introduce somebody
Key language	<i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i>	
PLTS	T Team workers	
Cross-curricular	Geography: Spanish-speaking countries English: the definite article	
Grammar practice	<i>Gramática</i> page 22, exs 2 & 3	
Differentiation	<i>Reinforcement:</i> Adding definite articles to nouns <i>Te toca a ti</i> page 120 Cuaderno A, page 2 <i>Extension:</i> Writing a longer dialogue	

	<p><i>Te toca a ti</i> page 121 Cuaderno B, page 2</p>
Resources	<p>Audio, tracks 01–03 <i>Gramática</i> page 22, exs 2 & 3 <i>Te toca a ti</i> pages 120–121 Cuaderno 1A & 1B, page 2 <i>ActiveTeach:</i> p.008 Exercise 1 video p.008 Class game p.009 Grammar presentation Starter 1 resource <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
Homework	
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SCHOOL: The Palmer Catholic Academy		YEAR:7/ 8
Term 1 - Lesson 2		Module 1
<i>¡Viva! 1 Módulo 1 Mi vida</i> <i>Unidad 2 pp. 10–11 ¿Qué tipo de persona eres?</i>		
Programme of Study	GV2 Grammatical structures (adjectival endings) LC6 Translation into English LC8 Writing creatively	
Lesson starters	1 Review the language of greetings 2 Ranking adjectives in terms of importance <i>Alternative:</i> revise and practise personality adjectives using ActiveTeach p. 010 Flashcards	
Plenary	Practise using connectives to join sentences	
Learning objectives	Talking about your personality Using adjectives that end in <i>-o/-a</i>	
Grammar	adjectives that end in <i>-o/-a</i> making sentences negative <i>ser</i> (present, singular)	
FCSE links	Unit 1: Relationships, family and friends (Personal details, Descriptions)	
Learning outcomes...		
Listening	L1-3	Understand adjectives for personality description Identify sentences as true or false Understand information about someone's personality, passion and hero
Speaking	L2	Create dialogues to discuss personality
Reading	L3	Understand short texts about people's personality, passion and hero
Writing	L2-3	Unjumble sentences with personality adjectives and translate them into English Write a short text about their personality, passion and hero
Key language	<i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i>	
PLTS	C Creative thinkers	
Cross-curricular	—	
Grammar practice	<i>Gramática</i> page 23, exs 4–7	
Differentiation	<i>Reinforcement:</i> Feminine forms of cognate adjectives <i>Te toca a ti</i> page 120 Cuaderno A, page 3 <i>Extension:</i> Writing a short paragraph on an imaginary person	

	<p><i>Te toca a ti</i> page 121 Cuaderno B, page 3</p>
Resources	<p>Audio, tracks 04–06 <i>Gramática</i> page 23, exs 4–7 <i>Te toca a ti</i> pages 120–121 Cuaderno 1A & 1B, page 3 <i>ActiveTeach:</i> p.010 Flashcards p.010 Grammar presentation p.010 Grammar presentation p.010 Grammar presentation p.011 Grammar worksheet <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 1 - Lesson 3		Module 1
<i>¡Viva! 1 Módulo 1 Mi vida</i>		
<i>Unidad 3 pp. 12–13 ¿Tienes hermanos?</i>		
Programme of Study	GV2 Grammatical structures (indefinite articles) LC5 Speaking coherently and confidently LC6 Reading comprehension	
Lesson starters	1 Identify parts of speech in a sentence <i>Alternative:</i> introduce numbers 1-15 using ActiveTeach p.012 Flashcards 2 To introduce the months of the year <i>Alternative:</i> revise the verb <i>tener</i> using ActiveTeach p.012 Grammar practice	
Plenary	Play a number sequence game in teams	
Learning objectives	Talking about age, brothers and sisters Using the verb <i>tener</i> (to have)	
Grammar	<i>tener</i> (present, singular) indefinite articles (<i>un/una</i>)	
FCSE links	Unit 1: Relationships, family and friends (Family and step-family, Personal details, Numbers)	
Learning outcomes...		
Listening	L1-2	Identify missing information Understand people's ages Understand people talking about how many siblings they have
Speaking	L2-3	Create dialogues about ages Do a class survey about siblings
Reading	L3	Understand short texts about people's families
Writing	L1	Write number sequences
Key language	<i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> Numbers: <i>uno</i> to <i>quince</i> (and <i>cero</i>) <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro.</i> <i>Tengo una hermanastra.</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i> <i>Soy hija única.</i>	
PLTS	T Team workers	
Cross-curricular	English: the indefinite article	
Grammar practice	<i>Gramática</i> page 22, ex 1; page 23 exs 4 & 5	
Differentiation	<i>Reinforcement:</i> Creating number sequences <i>Te toca a ti</i> page 120 Cuaderno A, page 4 <i>Extension:</i> Writing a short description using a writing framework <i>Te toca a ti</i> page 121	

	Cuaderno B, page 4
Resources	<p>Audio, tracks 07–09</p> <p><i>Gramática</i> page 22, ex 1; page 23 exs 4 & 5</p> <p><i>Te toca a ti</i> pages 120–121</p> <p>Cuaderno 1A & 1B, page 4</p> <p><i>ActiveTeach:</i></p> <p>p.012 Flashcards</p> <p>p.012 Grammar presentation</p> <p>p.012 Grammar practice</p> <p>p.012 Video 1</p> <p>p.012 Video 1 transcript</p> <p>p.012 Video worksheet 1</p> <p>p.012 Flashcards</p> <p>p.013 Flashcards</p> <p>Plenary resource</p> <p><i>ActiveLearn:</i></p> <p>Listening A</p> <p>Listening B</p> <p>Reading A</p> <p>Reading B</p> <p>Grammar</p> <p>Vocabulary</p>
Homework	
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SCHOOL: The Plamer Catholic Academy		YEAR:7/8
Term 1 -Lesson 4		Module 1
<i>¡Viva! 1 Módulo 1 Mi vida</i>		
<i>Unidad 4 pp. 14–15 ¿Cuándo es tu cumpleaños?</i>		
Programme of Study	LC2 Transcription LC5 Speaking coherently and confidently LC7 Literary texts	
Lesson starters	1 Number bingo to revise numbers 1-15 2 Kim's game to review numbers and months	
Plenary	Spelling game to practise letters of the alphabet	
Learning objectives	Saying when your birthday is Using numbers and the alphabet	
Grammar	–	
FCSE links	Unit 1: Relationships, family and friends (Personal details, Family celebrations, Numbers) Unit 2: Education and future plans (Alphabet, Numbers)	
Learning outcomes...		
Listening	L1-2	Listen and check answers Complete information about birthdays Understand the letters of the alphabet Understand people spelling their names
Speaking	L3	Create dialogues about celebrities' birthdays Deliver a presentation about their name, age, birthday and one other piece of information about themselves
Reading	L1-2	Work out the meanings of the months of the year Read short texts about ages and birthdays
Writing	L1	Use logic to work out and write numbers
Key language	<i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de...</i> <i>enero</i> <i>febrero</i> <i>marzo</i> <i>abril</i> <i>mayo</i> <i>junio</i> <i>julio</i> <i>agosto</i> <i>septiembre</i> <i>octubre</i> <i>noviembre</i> <i>diciembre</i> Numbers: <i>dieciséis</i> to <i>treinta y uno</i> <i>¿Cómo se escribe?</i> <i>Se escribe...</i> The alphabet in Spanish	
PLTS	C Creative thinkers	
Cross-curricular	–	
Grammar practice	–	
Differentiation	<i>Reinforcement:</i> Reading out birthday dates in Spanish <i>Te toca a ti</i> page 120	

	<p>Cuaderno A, page 5</p> <p><i>Extension:</i> Translating birthday dates into Spanish</p> <p><i>Te toca a ti</i> page 121</p> <p>Cuaderno B, page 5</p>
Resources	<p>Audio, tracks 10-13</p> <p><i>Te toca a ti</i> pages 120-121</p> <p>Cuaderno 1A & 1B, page 5</p> <p><i>ActiveTeach:</i> p.014 Class game p.015 Thinking skills worksheet</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Vocabulary</p>
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 1 - Lesson 5		Module 1
<i>iViva! 1 Módulo 1 Mi vida</i>		
<i>Unidad 5 pp. 16–17 ¿Tienes mascotas?</i>		
Programme of Study	GV2 Grammatical structures (adjectival agreement) GV3 Developing vocabulary	
Lesson starters	1 Revise key sound-spelling links with pets vocabulary 2 Review adjectival endings	
Plenary	Adjectival agreement masterclass	
Learning objectives	Talking about your pets Making adjectives agree with nouns	
Grammar	adjective forms (masculine and feminine, singular and plural)	
FCSE links	Unit 1: Relationships, family and friends (Pets)	
Learning outcomes...		
Listening	L2-3	Understand simple sentences about pets Recognise information about pets and colours
Speaking	L2	Practise saying the words for pets Talk about pets, making colour adjectives agree with nouns
Reading	L3	Identify sentences as true or false
Writing	L3	Write a description of pets
Key language	<i>¿Tienes mascotas?</i> <i>No tengo mascotas.</i> <i>Tengo...</i> <i>un perro, un gato, un conejo</i> <i>un caballo, un pez, un ratón</i> <i>una serpiente, una cobaya</i> <i>blanco/a</i> <i>amarillo/a</i> <i>negro/a</i> <i>rojo/a</i> <i>verde</i> <i>gris</i> <i>marrón</i> <i>azul</i> <i>rosa</i> <i>naranja</i>	
PLTS	C Creative thinkers	
Cross-curricular	English: grammatical terms	
Grammar practice	<i>Gramática</i> page 22, ex 1; page 23, ex 6	
Differentiation	Reinforcement: Translation of colour combinations into Spanish <i>Te toca a ti</i> page 120 Cuaderno A, page 6 Extension: Sentence word order activity <i>Te toca a ti</i> page 121 Cuaderno B, page 6	
Resources	Audio, tracks 14–15 <i>Gramática</i> page 22, ex 1; page 23, ex 6 <i>Te toca a ti</i> pages 120–121 Cuaderno 1A & 1B, page 6	

	<p><i>ActiveTeach:</i> p.016 Flashcards p.016 Flashcards p.016 Video 2 p.016 Video 2 transcript p.016 Video worksheet 2 p.017 Grammar presentation p.017 Class game p.017 Extension reading activity p.017 Grammar worksheet Starter 2 resource</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 1 -Lesson 6		Module 1
<i>iViva! 1 Módulo 1 Mi vida</i> <i>Unidad 6 pp. 18–19 Writing Skills Cómo soy...</i>		
Programme of Study	GV3 Opinions and discussions LC4 Expressing ideas (writing) LC8 Writing creatively	
Lesson starters	1 Simple sentence structure exercise 2 Say what your favourite things are	
Plenary	Writing quiz questions to test knowledge of language from the module	
Learning objectives	Writing a text for a time capsule Adding variety to your writing	
Skills	WRITING Making writing interesting by including connectives, intensifiers, verbs, adjectives and negatives Creating a dictionary of high-frequency words	
Grammar	–	
FCSE links	–	
Learning outcomes...		
Listening	L4	Understand a longer text
Speaking	L4	Ask and answer questions based on a text
Reading	L3-4	Put pictures in order of a text Read and answer questions on a longer text
Writing	L2-4	Make writing interesting by including connectives, intensifiers, verbs, adjectives and negatives Create a dictionary of high-frequency words Write a text about themselves for a time capsule Check and comment on a text written by their partner
Key language	Review of language from the module	
PLTS	R Reflective learners	
Cross-curricular	–	
Grammar practice	–	
Differentiation	<i>Reinforcement:</i> Ex 1, page 18: identify and translate adjectives in a longer text <i>Te toca a ti</i> page 120 Cuaderno A, page 7 <i>Extension:</i> Ex 1, page 18: read aloud in Spanish in class, simultaneous translation into English <i>Te toca a ti</i> page 121 Cuaderno B, page 7	
Resources	Audio, track 16 <i>Te toca a ti</i> pages 120–121 Cuaderno 1A & 1B, page 7 <i>ActiveTeach:</i> p.019 Extension worksheet	
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 1 - Lesson 7		Module 1
<i>iViva! 1 Módulo 1 Mi vida</i>		
<i>Zona Proyecto pp. 26–27 Los animales</i>		
Programme of Study	GV3 Developing vocabulary LC3 Conversation	
Lesson starters	1 Review verb structures: matching sentence halves activity 2 Review language for talking about animals	
Plenary	Create a mini-presentation on an imaginary animal	
Learning objectives	Finding out about endangered animals Producing a set of animal cards to trade	
Grammar	–	
FCSE links	–	
Learning outcomes...		
Listening	L4	Understand information about an animal
Speaking	L3	Practise a tongue-twister Hold an extended conversation in a group, talking about and exchanging animal cards
Reading	L1-4	Work out new words Understand information about endangered animals
Writing	L4	Research and write information about endangered animals Check their writing
Key language	–	
PLTS	I Independent enquirers	
Cross-curricular	Biology: animal species and behaviour Computing: internet research	
Grammar practice	–	
Differentiation		
Resources	Audio, track 18	
Homework		
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 2 - Lesson 1		Module 2
<i>iViva! 1 Módulo 2 Mi tiempo libre</i>		
<i>Unidad 1 pp. 30–31 ¿Qué te gusta hacer?</i>		
Programme of Study	GV2 Grammatical structures (the infinitive) GV3 Opinions and discussions LC4 Expressing ideas (writing)	
Lesson starters	1 Categorise leisure activities vocabulary <i>Alternative:</i> introduce leisure activities vocabulary using ActiveTeach p.030 Flashcards 2 Introduce adjectives for giving an opinion	
Plenary	Game of 'Splat' to review <i>(no) me gusta</i> + activity phrases	
Learning objectives	Saying what you like to do Giving opinions using <i>me gusta</i> + infinitive	
Grammar	the infinitive	
FCSE links	Unit 1: Relationships, family and friends (Hobbies/free time activities) Unit 4: Leisure (Hobbies, Free time)	
Learning outcomes...		
Listening	L2-3	Understand phrases with <i>me gusta</i> + infinitive Understand people talking about their likes and dislikes, and the reasons for them
Speaking	L3-4	Practise giving opinions using <i>me gusta</i> + infinitive Deliver a presentation about what you like to do
Reading	L3	Understand short texts about people's likes and dislikes
Writing	L3-4	Write out sentences and translate them into English Write a blog entry about likes and dislikes
Key language	<i>¿Qué te gusta hacer?</i> <i>Me gusta...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada...</i> <i>navegar por Internet</i> <i>chatear</i> <i>escuchar música</i> <i>jugar a los videojuegos</i> <i>mandar SMS</i> <i>ver la televisión</i> <i>leer</i> <i>escribir correos</i> <i>salir con mis amigos</i> <i>porque (no) es...</i> <i>interesante</i> <i>guay</i> <i>divertido/a</i> <i>estúpido/a</i> <i>aburrido/a</i>	
PLTS	S Self-managers	
Cross-curricular	-	
Grammar practice	<i>Gramática</i> page 44, ex 1; page 45 ex 7	

Differentiation	<p><i>Reinforcement:</i> Writing practice of <i>(no) me gusta</i> + activity <i>Te toca a ti</i> page 122 Cuaderno A, page 14</p> <p><i>Extension:</i> Sentence word order activity <i>Te toca a ti</i> page 123 Cuaderno B, page 14</p>
Resources	<p>Audio, tracks 19–20 <i>Gramática</i> page 44, ex 1; page 45 ex 7 <i>Te toca a ti</i> pages 122–123 Cuaderno 1A & 1B, page 14</p> <p><i>ActiveTeach:</i> p.030 Flashcards p.030 Grammar presentation</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 2 Lesson 2		Module 2
<i>iViva! 1 Módulo 2 Mi tiempo libre</i> <i>Unidad 2 pp. 32–33 ¿Cantas karaoke?</i>		
Programme of Study	GV1 Tenses (present) LC6 Translation into English	
Lesson starters	1 Introduce first person verb forms for activity phrases 2 To review the spellings of regular <i>-ar</i> verb forms <i>Alternative:</i> review and practice spare time vocabulary using ActiveTeach p.032 Flashcards	
Plenary	Quick-fire conjugation of <i>-ar</i> verbs (all forms)	
Learning objectives	Saying what you do in your spare time Using <i>-ar</i> verbs in the present tense	
Grammar	present tense of regular <i>-ar</i> verbs (full paradigm)	
FCSE links	Unit 1: Relationships, family and friends (Hobbies/free time activities) Unit 4: Leisure (Hobbies, Free time)	
Learning outcomes...		
Listening	L2-3	Listen and check answers Understand two people doing a quiz about spare time activities
Speaking	L3	Practise saying sentences using <i>-ar</i> verbs in the present tense Do a quiz about spare time activities
Reading	L2-4	Match sentences to pictures Understand a text about free time activities
Writing	L2-4	Translate sentences with <i>-ar</i> verbs into English Write about their spare time activities
Key language	<i>¿Qué haces en tu tiempo libre?</i> <i>bailo</i> <i>toco la guitarra</i> <i>monto en bici</i> <i>saco fotos</i> <i>hablo con mis amigos</i> <i>canto karaoke</i> <i>todos los días</i> <i>a veces</i> <i>nunca</i> <i>de vez en cuando</i>	
PLTS	T Team workers	
Cross-curricular	—	
Grammar practice	<i>Gramática</i> page 44, exs 2 & 3	
Differentiation	<i>Reinforcement:</i> Conjugating first person regular <i>-ar</i> verbs <i>Te toca a ti</i> page 122 Cuaderno A, page 15 <i>Extension:</i> Writing more questions for multiple-choice quiz (ex 5, page 33) <i>Te toca a ti</i> page 123 Cuaderno B, page 15	
Resources	Audio, tracks 21–22 <i>Gramática</i> page 44, exs 2 & 3	

	<p><i>Te toca a ti</i> pages 122–123 Cuaderno 1A & 1B, page 15 <i>ActiveTeach:</i> p.032 Video 3 p.032 Video 3 transcript p.032 Video worksheet 3 p.032 Flashcards p.032 Grammar presentation p.032 Grammar worksheet p.033 Extension reading <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 2 Lesson 3		Module 2
<i>iViva! 1 Módulo 2 Mi tiempo libre</i>		
<i>Unidad 3 pp. 34–35 ¿Qué haces cuando llueve?</i>		
Programme of Study	LC6 Reading comprehension LC8 Writing creatively	
Lesson starters	1 Unravel wordsnake to reveal regular <i>-ar</i> verbs 2 To practise extending and joining sentences	
Plenary	'Odd-one out' game using language from Module 2	
Learning objectives	Talking about the weather Using <i>cuando</i> (when)	
Grammar	–	
FCSE links	Unit 7: Local area and environment (Weather)	
Learning outcomes...		
Listening	L2-4	Understand simple weather phrases Understand short texts about the weather in South America Understand people talking about the weather in different seasons
Speaking	L2-3	Practise saying weather phrases Talking about what activities they do in different weather conditions
Reading	L3	Understand short sentences using <i>cuando</i> as a connective
Writing	L3	Write a blog entry about what activities they do in different weather conditions
Key language	<i>¿Qué tiempo hace?</i> <i>hace calor</i> <i>hace frío</i> <i>hace sol</i> <i>hace buen tiempo</i> <i>llueve</i> <i>nieva</i> <i>en primavera</i> <i>en verano</i> <i>en otoño</i> <i>en invierno</i>	
PLTS	C Creative thinkers	
Cross-curricular	Geography: weather, climate, maps	
Grammar practice	–	
Differentiation	Reinforcement: Play a game of weather pictionary in pairs <i>Te toca a ti</i> page 122 Cuaderno A, page 16 Extension: Writing descriptions of the seasons <i>Te toca a ti</i> page 123 Cuaderno B, page 16	
Resources	Audio, tracks 23–25 <i>Te toca a ti</i> pages 122–123 Cuaderno 1A & 1B, page 16 ActiveTeach: p.034 Flashcards	

	Plenary resource <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Vocabulary
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 2 Lesson 4		Module 2
<i>¡Viva! 1 Módulo 2 Mi tiempo libre</i> <i>Unidad 4 pp. 36–37 ¿Qué deportes haces?</i>		
Programme of Study	GV2 Grammatical structures (irregular verbs) GV3 Opinions and discussions LC1 Listening and responding	
Lesson starters	1 Revise key sound-spelling links with sports vocabulary. 2 Unravel wordsnake to reveal sentences about sports <i>Alternative:</i> Review and practice <i>hacer</i> and <i>jugar</i> using ActiveTeach p.037 Grammar practice	
Plenary	Write three multiple-choice questions on verb endings	
Learning objectives	Saying what sports you do Using <i>hacer</i> (to do) and <i>jugar</i> (to play)	
Grammar	present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)	
FCSE links	Unit 4: Leisure (Hobbies, Free time) Unit 5: Healthy lifestyle (Sports, Activities)	
Learning outcomes...		
Listening	L1-3	Understand short sentences about sports using the verbs <i>hacer</i> and <i>jugar</i> Understand opinions about sports Put the days of the week in the correct order Listen to a rap and answer questions
Speaking	L2-4	Talk about what sports they do Perform a rap about their spare time activities
Reading	L4	Understand a text about spare time activities and complete sentences in English
Writing	L4	Write a rap about spare time activities
Key language	<i>¿Qué deportes haces?</i> <i>Hago gimnasia.</i> <i>Hago artes marciales.</i> <i>Hago equitación.</i> <i>Hago atletismo.</i> <i>Hago natación.</i> <i>Juego al fútbol.</i> <i>Juego al tenis.</i> <i>Juego al voleibol.</i> <i>Juego al baloncesto.</i> <i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i>	
PLTS	E Effective participators	
Cross-curricular	–	
Grammar practice	<i>Gramática</i> page 45, exs 4–6	
Differentiation	<i>Reinforcement:</i> Vocabulary learning strategies	

	<p><i>Te toca a ti</i> page 122 Cuaderno A, page 17 <i>Extension:</i> English-Spanish translation activity <i>Te toca a ti</i> page 123 Cuaderno B, page 17</p>
Resources	<p>Audio, tracks 26-29 <i>Gramática</i> page 45, exs 4-6 <i>Te toca a ti</i> pages 122-123 Cuaderno 1A & 1B, page 17 <i>ActiveTeach:</i> p.036 Flashcards p.036 Grammar presentation p.036 Grammar worksheet p.037 Video 4 p.037 Video 4 transcript p.037 Video worksheet 4 p.037 Grammar presentation p.037 Grammar practice <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 2 Lesson 5		Module 2
<i>iViva! 1 Módulo 2 Mi tiempo libre</i>		
<i>Unidad 5 pp. 38–39 Reading Skills ¿Eres fanático?</i>		
Programme of Study	GV3 Developing vocabulary LC6 Reading comprehension	
Lesson starters	1 'Loser has the last word' game (ex 5, Unit 4, page 37 text) 2 'Odd-one out' game using language from Module 2	
Plenary	Create an acrostic using cognates from Modules 1 & 2	
Learning objectives	Reading about someone's favourite things Understanding more challenging texts	
Skills	READING Working out meanings of cognates and near-cognates Using context to guess the meaning of new words	
Grammar	–	
FCSE links	–	
Learning outcomes...		
Listening	L4	Understand people using near-cognates
Speaking	–	–
Reading	L4	Recognise cognates Understand information about someone's favourite things Recognise near-cognates Use context to work out the meanings of new words Use cognates, near-cognates and context to understand a text with lots of new words Note details from a text with lots of new words
Writing	–	–
Key language	Review of language from the module	
PLTS	C Creative thinkers	
Cross-curricular	–	
Grammar practice	–	
Differentiation	<i>Reinforcement:</i> Ex 5, page 39: identify and translate first person verb forms in a longer text into English <i>Te toca a ti</i> page 122 Cuaderno A, page 18 <i>Extension:</i> Ex 4, page 39: read aloud Spanish letter in class, simultaneous translation <i>Te toca a ti</i> page 123 Cuaderno A, page 18	
Resources	Audio, tracks 30–31 <i>Te toca a ti</i> pages 122–123 Cuaderno 1A & 1B, page 18 <i>ActiveTeach:</i> p.038 Grammar worksheet Starter 2 resource	
Homework		
Notes		

SCHOOL: The Palmer Catholic academy		YEAR:7/8
Term 2 Lesson 6		Module 2
<i>iViva! 1 Módulo 2 Mi tiempo libre</i>		
<i>Unidad 6 pp. 40–41 Speaking Skills ¿Qué haces en tu tiempo libre?</i>		
Programme of Study	LC3 Conversation LC5 Speaking coherently and confidently	
Lesson starters	1 Matching sentence halves activity 2 To review free time phrases	
Plenary	Share pronunciation tips	
Learning objectives	Taking part in a longer conversation Using question words	
Skills	SPEAKING Using question words Making sentences more interesting by including connectives, intensifiers, verbs, adjectives and negatives	
Grammar	–	
FCSE links	–	
Learning outcomes...		
Listening	L2-4	Listen and check answers Listen and check pronunciation Listen to and comment on the use of connectives, identifiers, reasons and frequency expressions in a conversation
Speaking	L1-4	Practise asking and answering questions using a sample dialogue Practise pronouncing Spanish letters Create a conversation, asking and answering questions
Reading	L2-4	Complete sentences using question words Identify connectives, intensifiers, opinions and frequency expressions
Writing	–	–
Key language	Review of language from the module	
PLTS	R Reflective learners	
Cross-curricular	–	
Grammar practice	–	
Differentiation	<i>Reinforcement:</i> Translation of question phrases into Spanish <i>Te toca a ti</i> page 122 <i>Extension:</i> Ex 5, page 41: identify and translate verbs and adjectives in a longer text into English <i>Te toca a ti</i> page 123	
Resources	Audio, tracks 32–33 <i>Te toca a ti</i> pages 122–123 <i>ActiveTeach:</i> Starter 1 resource	
Homework		
Notes		

SCHOOL: The Palmer catholic Academy		YEAR:7/8
Term 2 Lesson 7		Module 2
<i>¡Viva! 1 Módulo 2 Mi tiempo libre</i>		
<i>Zona Proyecto I pp. 48–49 Navidad en España</i>		
Programme of Study	GV3 Opinions and discussions LC4 Expressing ideas (speaking)	
Lesson starters	1 Introduce Christmas vocabulary 2 Practise saying <i>(no) me gusta</i> + Christmas activity phrases	
Plenary	Team fact-checking activity: How is Christmas celebrated in Spain?	
Learning objectives	Learning about Christmas in Spain Writing an acrostic about Christmas	
Grammar	–	
FCSE links	Unit 8: Celebrations (Various festivals, Special celebrations)	
Learning outcomes...		
Listening	L2-4	Understand short sentences about Christmas activities Understand opinions about Christmas activities
Speaking	L4	Talk in a group about Christmas activities Deliver a presentation about Christmas or another celebration
Reading	L4	Answer questions about what people do at Christmas
Writing	L2	Write a Christmas acrostic
Key language	–	
PLTS	C Creative thinkers	
Cross-curricular	Religious Studies: Christian festivals	
Grammar practice	–	
Differentiation		
Resources	Audio, tracks 35–37	
Homework		
Notes		

SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 2 Lesson 8		Module 3
<i>iViva! 1 Módulo 2 Mi tiempo libre</i>		
<i>Zona Proyecto II pp. 50–51 Los Reyes Magos</i>		
Programme of Study	GV3 Developing vocabulary LC6 Reading comprehension	
Lesson starters	1 Skim-read longer text (ex 1, page 50) to find the Spanish equivalents of phrases in English 2 Review strategies for working out unknown words	
Plenary	Team fact-checking activity: How is the Day of the Three Kings celebrated in Spain?	
Learning objectives	Learning about the Day of the Three Kings Creating a Spanish Christmas calendar	
Grammar	–	
FCSE links	Unit 8: Celebrations (Various festivals, Special celebrations)	
Learning outcomes...		
Listening	L3	Understand someone talking about the Day of the Three Kings in Spain
Speaking	–	Research and give a presentation in English about Christmas and New Year traditions in Spain
Reading	L4	Identify new words in a text Identify sentences as true or false Understand a text about the Day of the Three Kings
Writing	L2	Create a Christmas calendar giving information about celebrations over the Christmas and New Year period in Spain
Key language	–	
PLTS	T Team workers	
Cross-curricular	Religious Studies: Christian festivals Computing: internet research	
Grammar practice	–	
Differentiation		
Resources	Audio, track 38	
Homework		
Notes		

SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 Lesson 1		Module 3
<i>¡Viva! 1 Módulo 3 Mi insti</i> <i>Unidad 1 pp. 54-55 ¿Qué estudias?</i>		
Programme of Study	GV3 Developing vocabulary LC3 Conversation	
Lesson starters	1 Noughts and crosses to review the verbs <i>escuchar</i> and <i>hablar</i> 2 Days of the week anagrams + sentence formation using plural expressions, <i>los lunes</i> , etc. <i>Alternative:</i> Review and practice school subjects vocabulary using ActiveTeach p.054 Flashcards	
Plenary	Create a mind map to summarise main points/key vocabulary	
Learning objectives	Saying what subjects you study Using <i>-ar</i> verbs to say what 'we' do	
Grammar	'we' form of <i>-ar</i> verbs	
FCSE links	Unit 2: Education and future plans (School subjects, Timetable)	
Learning outcomes...		
Listening	L1-4	Listen to check answers Understand people talking about school subjects and opinions
Speaking	L3-4	Create dialogues about a school timetable Talk about their favourite school day Sing a Spanish song
Reading	L1-4	Understand a text about a timetable Understand a Spanish song about school subjects and what 'we' do in class
Writing	L4	Write a paragraph about school subjects
Key language	<i>¿Qué estudias?</i> <i>Estudio...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(el) español</i> <i>(la) religión</i> <i>(la) geografía</i> <i>(la) historia</i> <i>(la) tecnología</i> <i>(la) informática</i> <i>(las) ciencias</i> <i>(las) matemáticas</i> <i>(el) teatro</i> <i>¿Cuál es tu día favorito?</i> <i>Mi día favorito es el...</i> <i>¿Por qué?</i> <i>porque</i> <i>no estudio.../estudiamos...</i> <i>por la mañana</i> <i>por la tarde</i>	

PLTS	T Team workers
Cross-curricular	-
Grammar practice	<i>Gramática</i> page 69, exs 4 & 5
Differentiation	<p><i>Reinforcement:</i> School subjects pictionary <i>Te toca a ti</i> page 124 Cuaderno A, page 25</p> <p><i>Extension:</i> Draw up school timetable in Spanish and write five sentences about it <i>Te toca a ti</i> page 125 Cuaderno B, page 25</p>
Resources	<p>Audio, tracks 39–41 <i>Gramática</i> page 69, exs 4 & 5 <i>Te toca a ti</i> pages 124–125 Cuaderno 1A & 1B, page 25</p> <p><i>ActiveTeach:</i> p.054 Flashcards p.055 Grammar presentation</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
Homework	
Notes	

SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 Lesson 2		Module 3
<i>iViva! 1 Módulo 3 Mi insti</i>		
<i>Unidad 2 pp. 56–57 ¿Te gustan las ciencias?</i>		
Programme of Study	GV2 Grammatical structures (<i>me gusta(n)</i>) GV4 Accuracy (grammar) LC4 Expressing ideas (speaking)	
Lesson starters	1 Game of charades using school subjects 2 Revise the key structure of <i>me gusta/me gustan</i> in the context of sport/activities	
Plenary	Chain game using school subjects and opinions	
Learning objectives	Giving opinions about school subjects Using <i>me gusta(n) + el/la/los/las</i>	
Grammar	using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects checking verbs, definite articles and adjectival agreement in sentences giving opinions	
FCSE links	Unit 2: Education and future plans (School: teachers, subjects)	
Learning outcomes...		
Listening	L3-4	Understand likes/dislikes about school subjects Understand reasons for opinions about school subjects and teachers
Speaking	L3-4	Create positive and negative dialogues about school subjects
Reading	L3-4	Understand sentences about opinions of school subjects and teachers Identify correct statements about short texts
Writing	L4	Write a presentation, giving opinions and reasons about school subjects and teachers
Key language	<i>¿Te gusta...?</i> <i>¿Te gustan...?</i> <i>Me gusta(n)...</i> <i>No me gusta(n)...</i> <i>No me gusta(n) nada...</i> <i>Me encanta(n)...</i> <i>porque es...</i> <i>interesante</i> <i>importante</i> <i>aburrido/a</i> <i>divertido/a</i> <i>práctico/a</i> <i>difícil</i> <i>fácil</i> <i>útil</i> <i>el profesor/la profesora es...</i> <i>paciente</i> <i>severo/a</i> <i>raro/a</i>	
PLTS	R Reflective learners	
Cross-curricular	English: checking grammar	
Grammar practice	<i>Gramática</i> page 68, ex 1 & 2	

Differentiation	<p><i>Reinforcement:</i> Practise giving opinions on school subjects using intensifiers <i>Te toca a ti</i> page 124 Cuaderno A, page 26</p> <p><i>Extension:</i> Ex 5, page 57: translation into English of three longer texts <i>Te toca a ti</i> page 125 Cuaderno B, page 26</p>
Resources	<p>Audio, tracks 42–43 <i>Gramática</i> page 68, exs 1 & 2 <i>Te toca a ti</i> pages 124–125 Cuaderno 1A & 1B, page 26</p> <p><i>ActiveTeach:</i> p.056 Video 5 p.056 Video 5 transcript p.056 Video worksheet 5 p.056 Grammar presentation p.057 Extension reading</p> <p><i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
Homework	
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 Lesson 3		Module 3
<i>iViva! 1 Módulo 3 Mi insti</i> <i>Unidad 3 pp. 58–59 ¿Qué hay en tu insti?</i>		
Programme of Study		GV2 Grammatical structures (articles) GV4 Accuracy (grammar) LC8 Writing creatively
Lesson starters		1 Revision of definite and indefinite articles 2 Adjective sorting activity (sing., plural, masc., fem.) <i>Alternative:</i> review and practise school facilities vocabulary using ActiveTeach p.058 Flashcards
Plenary		Review school facilities and adjectival agreement by playing 'Hot seat'
Learning objectives		Describing your school Using the words for 'a', 'some' and 'the'
Grammar		plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the')
FCSE links		Unit 2: Education and future plans (School facilities)
Learning outcomes...		
Listening	L3-4	Understand words for school facilities and the use of indefinite articles Listen to check answers
Speaking	L3	Practise saying words for school facilities and indefinite articles
Reading	L4	Understand texts about whether people like their schools
Writing	L4	Write sentences about school facilities and translate them into English Write a blog entry about a famous or fictional school
Key language		<i>En mi instituto hay...</i> <i>no hay...</i> <i>un campo de fútbol</i> <i>un comedor</i> <i>un gimnasio</i> <i>un patio</i> <i>una clase de informática</i> <i>una piscina</i> <i>una biblioteca</i> <i>unos laboratorios</i> <i>unas clases</i> <i>moderno/a</i> <i>antiguo/a</i> <i>bonito/a</i> <i>feo/a</i> <i>pequeño/a</i> <i>grande</i>
PLTS		C Creative thinkers
Cross-curricular		–
Grammar practice		<i>Gramática</i> page 69, ex 3
Differentiation		<i>Reinforcement:</i> English–Spanish translation activity <i>Te toca a ti</i> page 124 Cuaderno A, page 27

	<p><i>Extension:</i> Sentence reordering exercise <i>Te toca a ti</i> page 125 Cuaderno B, page 27</p>
Resources	<p>Audio, tracks 44-45 <i>Gramática</i> page 69, ex 3 <i>Te toca a ti</i> pages 124-125 Cuaderno 1A & 1B, page 27 <i>ActiveTeach:</i> p.058 Flashcards p.058 Grammar worksheet <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
Homework	
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 lesson 4		Module 3
<i>iViva! 1 Módulo 3 Mi insti</i> <i>Unidad 4 pp. 60–61 Durante el recreo</i>		
Programme of Study	GV1 Tenses (present) LC6 Reading comprehension	
Lesson starters	1 Review Spanish pronunciation of <i>ca/ce/ci/co/cu</i> using Spanish towns <i>Alternative:</i> introduce break time vocabulary using ActiveTeach p.060 Flashcards. 2 Categorise infinitive forms of verbs met in the unit	
Plenary	Find five errors in a Spanish paragraph	
Learning objectives	Talking about break time Using <i>-er</i> and <i>-ir</i> verbs'	
Grammar	present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms)	
FCSE links	Unit 2: Education and future plans (Sequence) Unit 5: Healthy lifestyle (Food/drink) Unit 6: Food and drink (Food/drink vocabulary items)	
Learning outcomes...		
Listening	L3-4	Understand a survey about break time activities Identify missing information
Speaking	L3	Create dialogues about break time activities
Reading	L3	Identify <i>-er</i> and <i>-ir</i> verbs in a text Identify true and false sentences
Writing	L4	Write a comic strip about break time activities, using sequencers
Key language	<i>¿Qué haces durante el recreo?</i> <i>Como...</i> <i>algo</i> <i>unas patatas fritas</i> <i>un bocadillo</i> <i>una chocolatina</i> <i>unos caramelos</i> <i>chicle</i> <i>fruta</i> <i>Bebo...</i> <i>algo</i> <i>agua</i> <i>un zumo</i> <i>un refresco</i> <i>leo mis SMS</i> <i>escribo SMS</i> <i>primero</i> <i>luego</i> <i>normalmente</i> <i>a veces</i>	
PLTS	T Team workers	
Cross-curricular	-	
Grammar practice	<i>Gramática</i> page 69, exs 4 & 5	
Differentiation	<i>Reinforcement:</i> Pictionary using break-time activities	

	<p><i>Te toca a ti</i> page 124 Cuaderno A, page 28 <i>Extension:</i> Ex 5, page 61: rewrite the false sentences, correcting the errors <i>Te toca a ti</i> page 125 Cuaderno B, page 28</p>
Resources	<p>Audio, tracks 46–47 <i>Gramática</i> page 69, exs 4 & 5 <i>Te toca a ti</i> pages 124–125 Cuaderno 1A & 1B, page 28 <i>ActiveTeach:</i> p.060 Video 6 p.060 Video 6 transcript p.060 Video worksheet 6 p.060 Flashcards p.060 Grammar presentation p.060 Grammar worksheet Plenary resource <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B Grammar Vocabulary</p>
Homework	
Notes	

SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 lesson 5		Module 3
<i>iViva! 1 Módulo 3 Mi insti</i>		
<i>Unidad 5 pp. 62–63 Listening Skills ¿Te gusta tu instituto?</i>		
Programme of Study	LC1 Listening and responding LC5 Speaking coherently and confidently	
Lesson starters	1 Word ladders game using language from Unit 4 2 Categorise school facilities, school subjects, break-time activities and time expressions met in the module	
Plenary	Sharing listening skills strategies	
Learning objectives	Understanding details about schools Using prediction as a listening strategy	
Skills	LISTENING Predicting what you will hear by using pictures, captions and question words as clues Trying to predict while listening	
Grammar	–	
FCSE links	–	
Learning outcomes...		
Listening	L4	Listen to check predictions Use context to make predictions about a listening exercise Use pictures, questions and context while listening Understand a presentation about school, break time or subjects
Speaking	L2-4	Deliver a presentation about school, break time or subjects
Reading	–	–
Writing	L1-3	Use pictures and captions to make predictions about a listening exercise Use questions to make predictions about a listening exercise
Key language	Review of language from the module	
PLTS	S Self-managers	
Cross-curricular	–	
Grammar practice	–	
Differentiation	<i>Reinforcement:</i> Writing five things you like/dislike about school using <i>me encanta(n)/me gusta(n) (mucho)/no me gusta(n) (nada)</i> <i>Te toca a ti</i> page 124 <i>Extension:</i> Carry out a survey on school subjects/facilities and show results <i>Te toca a ti</i> page 125	
Resources	Audio, tracks 48–51 <i>Te toca a ti</i> pages 124–125 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource	
Homework		
Notes		

SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 lesson 6		Module 3
<i>iViva! 1 Módulo 3 Mi insti</i>		
<i>Unidad 6 pp. 64–65 Writing Skills ¿Cómo es tu insti?</i>		
Programme of Study	GV4 Accuracy (spelling, grammar) LC4 Expressing ideas (writing)	
Lesson starters	1 To review common mistakes, particularly spellings 2 To revise high-frequency words (verbs, connectives, intensifiers)	
Plenary	Make a list of five difficult accented words, to learn their spellings by heart	
Learning objectives	Writing a longer text about your school Checking your written work is accurate	
Skills	WRITING Checking written work for spelling errors and accents Checking for grammatical accuracy, by looking at verb endings, definite and indefinite articles and adjectival agreement Writing better sentences by using connectives, intensifiers, sequencers and expressions of frequency	
Grammar	–	
FCSE links	–	
Learning outcomes...		
Listening	–	–
Speaking	–	–
Reading	L1-4	Check for spelling errors Find examples of accents Check for errors using accents Check for grammar errors Create a spider diagram from a text
Writing	L1-4	Create a list of difficult to spell words and invent mnemonics Create a spider diagram about school Create a report about school Check and comment on their partners' report
Key language	Review of language from the module	
PLTS	R Reflective learners	
Cross-curricular	English: checking spelling and grammar	
Grammar practice	–	
Differentiation	Reinforcement: Create a text message about school containing six grammatical mistakes <i>Te toca a ti</i> page 124 Cuaderno A, page 29 Extension: Ex 6, page 65: read text aloud in Spanish in class, simultaneous translation into English <i>Te toca a ti</i> page 125 Cuaderno B, page 29	
Resources	<i>Te toca a ti</i> pages 124–125 Cuaderno 1A & 1B, page 29 ActiveTeach: p.065 Grammar worksheet	

Homework	
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SCHOOL: The Palmer Catholic Academy		YEAR:7/8
Term 3 lesson 7		Module 3
<i>iViva! 1 Módulo 3 Mi insti</i>		
<i>Zona Proyecto pp. 72–73 La educación</i>		
Programme of Study	GV3 Opinions and discussions LC4 Expressing ideas (speaking)	
Lesson starters	1 Brainstorm countries of Latin America 2 Charades using school equipment	
Plenary	Chain game using language from the unit	
Learning objectives	Reading about the right to education Creating a plan for a school in Guatemala	
Grammar	–	
FCSE links	Unit 2: Education and future plans (School facilities)	
Learning outcomes...		
Listening	L3	Understand people talking about whether or not they go to school Understand people talking about school facilities and classroom objects
Speaking	L4	Discuss the importance of school facilities and classroom objects in a group
Reading	L4	Understand texts about helping schools in poor areas
Writing	L3	Give opinions about the necessity of various school facilities and classroom objects Write an action plan to improve a school in a poor area
Key language	–	
PLTS	T Team workers	
Cross-curricular	Citizenship: charity work Mathematics: model realistic situations mathematically	
Grammar practice	–	
Differentiation		
Resources	Audio, tracks 54–55	
Homework		
Notes		