

## Year 7: Mis vacaciones (My holidays)

**Why are we studying this unit of work? Knowledge we need now:** Discussing where you have been on holiday or where you'd like to go in the future allows students to relate the vocabulary they are learning to their own life, as well as develop on prior learning. This topic encourages students to expand their vocabulary and use longer sentences as well as use different tenses.

**How does this unit build on students' prior learning?** Pupils are able to expand their language skills so that they can talk about their holidays. They will be able to talk about where they have been, would like to go in the future, what they have done, transport and holiday issues. The focus on the preterite tense will enable the students to become confident at speaking and writing in different tenses to complement their prior use of the present tense. The topic will enable the use of previously covered vocabulary while developing skills in speaking, listening, reading and writing.

**Core concepts built upon from KS3:**

**Y7- Pronunciation, present tense verbs, adjective agreement, speaking coherently and confidently, expressing ideas**

**How does this unit provide a foundation for future learning? Knowledge we need for later:** Pupils continue their exposure to the key language learning skills are listening, speaking, reading and writing in a foreign language. They are developing fundamental language learning skills and good habits at word & increasingly complex sentence level. This grounding will help them as their language learning becomes more and more sophisticated.

**Summative assessment:** Vocabulary test, extended writing- marked piece of work.

### **Literacy Focus:**

- SPaG – Spelling
- Vocabulary – Frayer/PUSH
- Oracy – SLANT/Paired talk/Sentence Stems/Pronunciation.
- Writing – Extended writing using writing frames and modelling
- Reading – Questioning/Predicting/Using prior knowledge.

**Ambitious vocabulary: Conjugation/infinitive/past Participle.**

**SMSC-** Students are building their knowledge of international countries and areas promoting tolerance and celebrations of other customs and races. Discussing the importance of the advantages and disadvantages of different areas allows students to consider the importance, and possible dangers, of these in their own life.

**Cross Curricular links: Geography – Latin American countries SMSC – environmental impact of tourism.**

Year Group	Basic (Lower Ability End Points)		Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)	
8	<ul style="list-style-type: none"> <li>Talk about a past holiday</li> <li>Describe the last day of your holiday</li> <li>Give a presentation about a holiday</li> <li>use the present tense of a range of regular verbs</li> <li>use a wider vocabulary relating to topics covered</li> <li>give opinions and reasons</li> <li>ask a variety of simple questions</li> <li>identify main points from longer texts when listening</li> <li>identify main points from longer texts when reading</li> <li>take part in short conversations, using familiar language</li> <li>speak clearly, attempting good pronunciation</li> <li>apply pronunciation skills and phonics to learning new vocabulary and phrases</li> <li>identify negatives</li> <li>translate short paragraphs into English with reasonable accuracy</li> <li>write short paragraphs using a range of grammar and vocabulary</li> <li>translate sentences with reasonable accuracy into Spanish.</li> </ul>		<ul style="list-style-type: none"> <li>Use the preterite of 'ir'</li> <li>Use regular preterite er/ir verbs</li> <li>use the present tense of a range of regular and irregular verbs</li> <li>use a wider vocabulary relating to topics covered and some unfamiliar</li> <li>give opinions and reasons</li> <li>ask a variety of simple questions</li> <li>identify main points and details from longer texts when listening</li> <li>identify main points and details from longer texts when reading</li> <li>take part in short conversations, using familiar and unfamiliar language</li> <li>speak clearly, with good pronunciation</li> <li>apply pronunciation skills and phonics to learning new vocabulary and phrases</li> <li>use negatives</li> <li>use connectives and a range of discourse markers</li> <li>translate short paragraphs into English</li> <li>write longer paragraphs using a range of grammar and vocabulary</li> <li>translate sentences with reasonable accuracy into Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Say what you did on holiday using regular preterite 'ar' verbs</li> <li>Say what your holiday was like using the preterite of ser</li> <li>use vocabulary beyond the basics</li> <li>give opinions and reasons</li> <li>ask a variety of simple questions</li> <li>use accurate spelling and punctuation</li> <li>identify main points and details from longer texts when listening</li> <li>identify main points and details from longer texts when reading</li> <li>take part in conversations, using familiar language</li> <li>speak clearly and confidently, with good pronunciation</li> <li>apply pronunciation skills and phonics to learning new vocabulary and phrases</li> <li>use negatives</li> <li>use connectives and a range of discourse markers</li> <li>translate short texts into English accurately</li> <li>write longer paragraphs using a wide range of grammar and vocabulary</li> <li>translate sentences with good accuracy into Spanish.</li> </ul>	
Time	Non negotiables			Adapt to the needs of the class	
	Key Idea	Content	Key Vocabulary	Suggested approaches to learning and resources	Feedback
1	De vacaciones (pp. 8–9)	<p><b>Know more:</b> Talking about a past holiday</p> <p><b>Do more:</b> Using the preterite of ir</p> <p><b>Go further:</b> Speaking – preparing for role-plays (this is an important skill for their GCSE in MFL)</p>	¿Adónde fuiste de vacaciones? el año pasado el verano pasado Fui a... Escocia España Francia Gales Grecia Inglaterra Irlanda Italia ¿Con quién fuiste? Fui con... mi clase mi familia mis	<p><b>Grammar:</b> G preterite of ir (full paradigm) – pronouncing adjacent vowels separately – using adjectives in exclamations</p> <p><b>Skills:</b> GV1 Tenses (preterite) LC1 Listening and responding LC4 Expressing ideas (writing)</p> <p><b>Connect:</b> Whiteboard starter from PowerPoint</p>	<p>Instant feedback from connect</p> <p>Feedback from listening activity</p> <p>Written feedback from writing activity</p>

			<p>amigos/as mis padres ¿Cómo fuiste? Fui/Fuimos en... autocar avión barco coche tren No fui de vacaciones. ¡Qué aburrido/bien/divertido/guay!</p>	<p>Content: <a href="#">1.De vacaciones.pptx</a></p> <p>Grammar point: a/some Application: Sentence builder activity to write about their city. Role play task Consolidation Peer assessed survey/role play speaking prompts</p>	
2	¿Qué hiciste? (pp. 10–11)	<p><b>Know more:</b> Saying what you did on holiday <b>Do more:</b> Using the preterite of regular -ar verbs <b>Go further:</b> Team work – understanding and making conversations</p>	<p>¿Qué hiciste en tus vacaciones de verano? Bailé. Compré una camiseta. Descansé en la playa. Mandé SMS. Monté en bicicleta. Nadé en el mar. Saqué fotos. Tomé el sol. Visité monumentos. el primer día luego más tarde después</p>	<p><b>Grammar:</b> G preterite of regular -ar verbs (full paradigm) G preterite of sacar: spelling change saqué G preterite + no – using sequencers <b>Skills:</b> GV1 Tenses (preterite) LC3 Conversation LC6 Reading comprehension</p> <p>Connect: Retrieval using mini whiteboards Content: <a href="#">2.que hiciste.pptx</a></p> <p><b>Challenge: Include a range of connectives and time phrases</b></p> <p>Application: Gap listening. Discussion of verbs,. Listening and reading activities- extended comprehension Consolidation: Exit tickets. Speaking – discussion of local area and asking questions.</p>	<p>Instant feedback from categorise activity</p> <p>Vocab test</p> <p>Self-assess</p> <p>Exit ticket feedback</p>
3	El último día (pp. 12–13)	<p><b>Know more:</b> Describing the last day on holiday <b>Do more:</b> Using the preterite of -er and -ir verbs <b>Go further:</b> Aiming high – pronouncing correctly</p>	<p>El último día de tus vacaciones, ¿qué hiciste? Bebí una limonada. Comí paella. Conocí a un chico guapo. Escribí SMS. Salí con mi hermana. Vi un castillo interesante. por la mañana por la tarde</p>	<p><b>Grammar:</b> GV1 Tenses (preterite) LC6 Translation into English LC8 Writing creatively <b>Skills:</b> G preterite of regular -er and -ir verbs (full paradigm) G preterite of ver: vi – a + el = al</p> <p>Connect: Translations on mini whiteboards</p> <p>Content: Viva 2 pages 12-13</p>	<p>Instant feedback from translations</p> <p>Peer assessment of detailed answers.</p> <p>Whole class feedback to be given</p>

				<p>Application: Listening and reading tasks linking key vocabulary Complete role play task</p> <p>Consolidate: Asking and responding to questions verbally.</p>	
4	¿Cómo te fue? (pp. 14–15)	<p><b>Know more:</b> Saying what your holiday was like</p> <p><b>Do more:</b> Using the preterite of ser</p> <p><b>Go further:</b> Problem solving</p>	<p>¿Cómo te fue? Fue... divertido flipante genial guay horrible horroroso raro regular un desastre</p> <p>¿Por qué? Porque... conocí a una chica guapa. hizo buen tiempo. visité monumentos interesantes. comí algo malo y vomité. llovió. perdí mi pasaporte/mi móvil. Me gustó. Me encantó.</p>	<p><b>Grammar:</b> preterite of ser – pronunciation of r and rr</p> <p><b>Skills:</b> GV1 Tenses (preterite) LC5 Accurate pronunciation and intonation LC7 Literary texts PPS: 2nd–5th steps</p> <p><b>Pronunciation and phonics</b> Pronunciation of c before e and i (soft)</p> <p>Connect: photo card gap fill/options.</p> <p>Content: Viva 2 pages 14-15 including reading, listening, speaking and writing activities.</p> <p>Application: Listening tasks based on survey. Create own speaking interview with peers use of recorders so students can review and peer assess pronunciation.</p> <p>Consolidate: Using knew knowledge to produce a paragraph</p>	<p>Whole class feedback from previous lesson</p> <p>Vocab test</p> <p>Peer review of questions and pronunciation</p>
5	El verano pasado (pp. 16–17)	<p><b>Know more:</b> Giving a presentation about your holiday</p> <p><b>Do more:</b> Making your sentences interesting</p> <p><b>Go further:</b> Accessing authentic materials</p>	<p>Review of language from Units 1–4</p>	<p><b>Grammar:</b> – developing speaking skills – using connectives and time expressions – giving opinions and reasons – using exclamations – preparing and rehearsing a presentation</p> <p><b>Skills:</b> GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently PPS: 2nd–6th steps</p> <p><b>Pronunciation and phonics</b> Pronunciation practise</p> <p>Connect: dictation</p> <p>Content: Viva 2 pages 16-17</p>	<p>Instant feedback from connect</p> <p>Feedback from listening activity</p> <p>Written feedback from writing activity</p>

				<p>including reading, listening, speaking and writing activities.</p> <p>Application: Extended reading tasks</p> <p>Consolidate: Cognates activity</p>	
6	<p>Extension: ¡Vaya vacaciones! (pp. 22–23)</p>	<p><b>Know more:</b> Using the present and the preterite together</p> <p><b>Do more:</b> Describing an amazing holiday</p> <p><b>Go further:</b> Dealing with unexpected vocabulary</p>	<p>Review of language from Units 1–4</p>	<p><b>Grammar:</b> G distinguishing between present and preterite verb forms G ‘we’ form of -ar verbs in present/preterite – using near-cognates and sounds to work out the meaning of new words <b>Skills:</b> GV3 Developing vocabulary LC7 Literary texts LC8 Writing creatively PPS: 3rd–6th steps <b>Pronunciation and phonics</b> Pronunciation of new words</p> <p>Connect: photo card gap fill/options.</p> <p>Content: Resources from p22-23 of Viva 2 including reading, listening, speaking and writing activities.</p> <p>Application: Extended speaking opportunities including surveys, role plays and use of flashcards to prepare answers to set questions.</p> <p>Consolidate: Presentation comparing different holidays</p>	<p>Instant feedback from connect</p> <p>Feedback from speaking activity</p> <p>Peer feedback from writing activity</p>