

¡Viva! Segunda Edición Curriculum Sequencing Map

This map shows how the **¡Viva! Segunda Edición Scheme of Work** is coherently planned and sequenced so that new knowledge and skills build on what has been taught before. This systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently.

Notes

As language learning is such a process of constant recycling and building upon knowledge and skills, it would not be possible to list every single link between grammar learning and skills. Therefore, we have limited this map to listing instances where grammar or skills are specifically taught, pulled out in a feature box or listed as an objective rather than every time they are practised. However, please note:

- Translation is practised in every module of every level in preparation for GCSE, normally in the form of a supportive exercise with pullouts to guide pupils. As an example, see p11 of ¡Viva! 1.
- There is one literary text in Book 2, four in each of *Rojo* and *Verde*, plus further examples in the Workbooks.
- There are roleplays in 3 modules of Book 1 and all modules of Books 2, 3 *Rojo* and 3 *Verde*.
- There are photo tasks in all modules of all levels.
- From Module 1 of Book 3 *Rojo*, pupils are encouraged to use 3 tenses whenever the context allows. The same is true of two tenses for Book 3 *Verde*.

Links between *Rojo* and *Verde* are not shown as we assume two separate paths from Viva 2 to either 3 *Rojo* or 3 *Verde*.

Grammar is colour coded: **Green** = verbs, **Yellow** = adjectives, **Red** = related to nouns (articles, pronouns, etc)

Key:

- ◄ Shows where a grammar point or skills has been covered in a previous book or module
- Shows where a grammar point or skill will be covered again in a later book or module

Where just a module is given (e.g. M1, 2, 3) it refers to modules within that book, links to other books are indicated by V1, V2, or V3R/V (*Rojo* or *Verde*).

An L, R, S or W in brackets after a skill indicates that the skill is for use in Listening, Reading, Speaking or Writing exercises.

¡Viva! 1 Segunda Edición

End of Year aims	<p>Pupils able to talk about themselves and their lives and express opinions with reasons</p> <p>Pupils able to use some transactional language</p> <p>Pupils able to use two tenses (present and near future)</p> <p>Pupils get an introduction to Hispanic culture</p>
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Topics	Module 1: <i>Mi vida</i> To get pupils introducing and talking about themselves. This module also covers any content that pupils might have done in KS2 (numbers, colours, alphabet, etc.) and introduces pupils to the key Spanish sounds which are revisited throughout the year in Pronunciation features.	Module 2: <i>Mi tiempo libre</i> To continue to develop what pupils can say about themselves and their use of verbs. To allow pupils to express opinions (<i>me gusta</i> + verb first as easier). Also an opportunity for pupils to learn about Christmas in Spain to coincide with the end of the Autumn term.	Module 3: <i>Mi insti</i> To continue to develop what pupils can say about themselves and their use of verbs and adjectives. To allow pupils to express more opinions. Pupils also have the opportunity to learn about schools in Spain and education in Central America.	Module 4: <i>Mi familia y mis amigos</i> To expand pupils use of verbs into 3 rd person singular and plural. Pupils also learn about the carnival in Cadiz and the famous Spanish painting, <i>Las Meninas</i> .	Module 5: <i>Mi ciudad</i> To give pupils the opportunity to learn transactional language (in a café) and introduce the verb <i>ir</i> ahead of teaching the near future tense. Also an opportunity for pupils to learn about typical tapas dishes.
Grammar	<i>ser</i> – sing paradigm (► M3, 4, V3R/V: M1) <i>tener</i> – sing paradigm (► M4, V3R/V: M2)	<i>me gusta</i> + infinitive (► M3) Regular –ar verbs (► M3, 5, ► V2: M2, V3R/V: M1, 4) <i>hacer</i> (► V3R: M1) Stem-changing verbs (<i>jugar</i>) (► V2: M2, 4, ► V3R/V: M3, 4)	‘we’ form of –ar verbs (◄ M2, ► V3V: M4) <i>me gusta(n)</i> + nouns (◄ M2, ► V2: M2, V3R/V: M1) Regular –er and –ir verbs (► M5, V2: M1, V3R/V: M1) <i>ser</i> – 3 rd p.s. (◄ M1, ► M4, V3R/V: M1)	<i>ser</i> (◄ M1, 3, ► V3R/V: M1) <i>tener</i> (◄ M1, ► V3R/V: M2) <i>estar</i> (► V2: M5, V3V: M3) Verbs in the 3 rd person (► V3R/V: M4)	<i>ir</i> (► V3R/V, M1) Stem-changing verbs (<i>querer</i>) (◄ M2, ► V2: M2, 4, V3R/V: M3, 4) Near future tense (► V2: M2, V3R: M1, 2, V3V: M1) Two tenses together (V2: M1, 2, V3V: M2)
	Adjectival agreement (sing – U1, sing + pl – U5) (► M3, 4, ► V2: M4, V3R/V: M2)		Adjectival agreement (sing and pl) (◄ M1, ► M4, V2: M4, V3R/V: M2)	Possessive adjectives (sing and pl) Adjectival agreement (◄ M1, 3, ► V2: M4, V3R/V: M2) Position of adjectives	
	Definite article (sing/pl) (► M3, ► V3V: M1) Indefinite article (sing) (► M3, 5)		Definite article (sing/pl) (◄ M1, ► V3V: M1) Indefinite article (sing/pl) (◄ M1, ► M5)		Indefinite articles + <i>muchos/as</i> (◄ M1, 3)
Skills	Connectives (► M2, 3, 5, V2: M3, V3V: M1) Intensifiers (► M2, 3, 4, 5) Listening for clues (► M5, ► V3R/V: M1, 2, 4) Asking questions (► M2, 5, V2: M2)	Giving opinions (► V2: M2, 3) Cognates/near cognates (► M5, ► V2: M1, 2, 3, V3R/V: M2, 4) Connectives, intensifiers, reasons, expressions of frequency (◄ M1, ► M3, 4, 5, V2: M3, V3V: M1) Question words (◄ M1, 5) Negatives in Listeners (► M5) Role play tasks (► V3R: M2)	Using <i>porque</i> (◄ M2, ► V2: M2, 3) Predicting skills (L), using pictures/questions (L/R) (► M5, V3V: M1) Checking your SPAG (W) (► M5, V3R/V: M2) Connectives, intensifiers, sequencers, expressions of frequency (◄ M1, 2, ► M4, 5, V2: M1, 3, V3V: M1)	Using intensifiers (◄ M1, 2, 3, ► M5) Using a dictionary (► V2: M4, V3R/V: M4) Giving a presentation (► V2: M1)	Using sequencers, connectives, intensifiers, time expressions (◄ M1, 2, 3, 4, ► V2: M1, 3, V3V: M1) Prediction, positive/negatives, red herrings (L) (◄ M1, 2, 3, V3V: M1) Checking written work (W) (◄ M3, V3R/V: M2) Asking questions (S) (◄ M1, M2) Clues, cognates, context, common sense (R) (◄ M1, M3, ► V2: M1, 2, 3, V3R/V: M2, 4)

¡Viva! 2 Segunda Edición

End of Year aims	<p>Pupils able to talk about themselves and their lives and express opinions with reasons</p> <p>Pupils able to use some transactional language and some more formal register</p> <p>Pupils able to use three tenses (present, near future and preterite)</p> <p>Pupils able to use more complex structures (e.g. conditional, comparative, superlative)</p> <p>Pupils develop their knowledge of Hispanic culture</p>
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Topics	Module 1: Mis vacaciones To allow pupils to talk about the Summer they have just had and to introduce them to the preterite tense and using the preterite and present tenses together.	Module 2: Todo sobre mi vida To continue to develop what pupils can say about their lives and their likes/dislikes, including comparatives. To allow them to revise the present tense and continue to practise the preterite.	Module 3: ¡A comer! To allow pupils to express likes/dislikes around food and learn transactional language relating to eating out (including <i>usted(es)</i>). To introduce pupils to using 3 tenses together. Pupils are also shown some typical Spanish menus and learn about traditional foods of Central and South America.	Module 4: ¿Qué hacemos? To introduce <i>me/te gustaría</i> in context of arranging to go out and reflexive verbs in context of getting ready to go out. Further practice with three tenses.	Module 5: Operación verano To develop use of comparative and introduce the superlative in context of holiday homes/activities. To introduce imperative for asking directions. Pupils also learn about the Spanish holiday destination of Mallorca.
Grammar	Preterite of <i>ir</i> (►V3V: M2) Preterite of regular -ar, -er and -ir verbs (►M2, V3R: M1, V3V: M2) Preterite of <i>ser</i> (►V3R: M1) (Extension) Two tenses together (◄V1: M5, ►M2, V3V: M2)	Revision of present tense (◄V1: 2, 3, ►V3R/V: M1) Revision of <i>me gusta(n) + noun</i> (◄V1: M3, V3R/V: M1) Stem-changing verbs (<i>preferir</i>) (◄V1: M2, 5, ►M4, V3R/V: M3, 4) Preterite of <i>hacer</i> (►V3R: M1, V3V: M5) Two tenses together (◄M1, ►V3V: M2) (Extension) 3 rd person, sing of preterite	Negatives (<i>no, nunca, nada</i>) (►V3V: M3) Near future (◄V1: M5, ►V3R: M1, 2, V3V: M1) Three tenses together (►M4, 5, V3R: M2, V3V: M5)	<i>me/te gustaría</i> Stem-changing verbs <i>querer/poder</i> (◄M2, V1: M2, 5, ►V3R/V: M3, 4) <i>tener que + infinitive</i> (►V3R: M2) Reflexive verbs (►V3R/V: M3) Three tenses together (◄M3, ►M5, V3R: M2, V3V: M5) (Extension) Structures with two verbs (e.g. <i>prefiero bailar</i>) (◄M2, ►V3R/V: M3)	<i>ser/estar</i> (◄V1: M4, ►V3V: M3) The imperative (►V3R: M3) Three tenses together (◄M3, 4, ►V3R: M2, V3V: M5)
		The comparative (►M5, V3R: M5, V3V: M4)		Adjectival agreement (◄V1: M1, 3, 4, ►V3R/V: M2)	The comparative (◄M2, ►V3R: M5, V3V: M4) The superlative (►V3R/V: M5) (Extension) <i>mejor/peor</i>
			<i>usted, ustedes</i> (Extension) Direct object pronoun (►V3R: M3)	<i>este/a, estos/as</i>	
Skills	Using exclamations Using sequencers (◄V1: M3, 5, ►M4) Predicting skills (R) (◄V1: M3) Making sentences more interesting (W) (◄V1: M5, ►M2, M3, V3R/V: M3, 4) Doing a presentation (S) (◄V1: M4) Question words (◄V1: M1, 2, 5) TRAPS (L/R) (►M2, 3, 4, 5, V3R/V: M1, 3, 5) Cognates (◄V1: M2, 5, ►M2, 3, V3R/V: M2, 4)	Yes/No questions (◄V1: M1) Context, cognates, gist (R) (◄M1, V1: M2, 5, ►M3, 5) TRAPS (L/R) (◄M1, ►M3, 4, 5, V3R/V: M1, 3, 5) Giving opinions and reasons (◄V1: M2, ►M3) Sentences in 3 rd person (◄V1: M4 ►V3R/V: M4)	Using cognates (R) (◄M1, 2, V1: M2, 5, ►V3R/V: M2, 4) Using the present and preterite (◄M1, 2, ►V3V: M2) Using fillers (S) (►M5) Responding when you don't understand (S) (►V3R/V: M5) Listening and reacting (L/S) TRAPS (L/R) (◄M1, 2, ►M4, 5, V3R/V: M1, 3, 5) Sustaining the flow (S) Connectives, opinions and reasons (◄M1, 2, V1:M2)	Time expressions and sequencers (W) (◄M1, V1: M3, 5, ►V3R: M3) Using a dictionary (◄V1: M4, V3R/V: M4) TRAPS (L/R) (◄M1, 2, 3, ►M5, V3R/V: M1, 3, 5)	Using fillers (S) (◄M3) Listening for time expressions, verb tenses, points of view, gist (L) (◄M1, 2, V1: M5, ►V3R: M1, 4) TRAPS (L/R) (◄M1, 2, 3, 4, ►V3R/V: M1, 3, 5)

¡Viva! 3 Rojo Segunda Edición

End of Year aims	<p>Pupils able to talk about themselves and their lives but also about wider ranging issues (human rights, the environment, etc.)</p> <p>Pupils able to use the language they would need for arriving in Spain and meeting Spanish people</p> <p>Pupils able to use three tenses (present, near future and preterite), plus the imperfect and simple future</p> <p>Pupils develop their knowledge of Hispanic culture</p>
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Topics	Module 1: <i>Somos así</i> Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise all three main tenses	Module 2: <i>¡Oriéntate!</i> Pupils able to talk about their hopes for the future, to coincide with options evenings time of year. Emphasis put on the importance of languages for future careers.	Module 3: <i>En forma</i> To allow pupils to discuss the importance of a healthy lifestyle. Introduction to talking about wider issues and an opportunity to introduce some new verbs.	Module 4: <i>Jóvenes en acción</i> An opportunity ahead of GCSE to talk about wider, global issues and to develop language for expressing their beliefs. Also an introduction to the imperfect. Plus opportunity to read two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale.	Module 5: <i>Una aventura en Madrid</i> To develop language they would need for arriving in Spain and to learn more about Spain's capital city. Also an introduction to the simple future.
Grammar	<i>Me gusta(n)/chifla(n)</i> + noun (◀V1: M3, V2: M2) Present tense of <i>ir, hacer, ser</i> (◀V1: M1-5, V2: M2) Present tense of regular verbs (◀V1: 2, 3, V2: M2, ▶M4) Near future tense (◀V1: M5, V2: M3, ▶M2) Preterite tense of regular verbs (◀V2: M1) Preterite tense of <i>hacer</i> and <i>ser</i> (◀V2: M1, 2) Using three tenses together (▶M2, V2: M3, 4, 5)	<i>tener que</i> + infinitive (◀V2: M4) Near future tense (◀M1, V1: M5, V2: M3) Three tenses together (◀M1, V2: M3, 4, 5)	Stem changing verbs (<i>jugar, preferir</i>) (◀V1: M2, 5, V2: M2, 4, ▶M4) Reflexive verbs (◀V2: M4) <i>Se debe/no se debe</i> <i>Me duele(n)</i> The imperative (◀V2: M5)	Stem-changing verbs (<i>poder</i>) (◀M3, V1: M2, 5, V2: M2, 4) Present tense verbs in the 3rd person (s/p) (◀V1: M4) <i>Se debería</i> Imperfect tense	Expressions with <i>tener</i> Simple future tense
		Adjectival agreement (◀V1, M1, 3, 4, V2: M4)			The superlative (◀V2: M5) The comparative (◀V2: M2, 5)
			Direct object pronoun (◀V2: M3)		
Skills	Making your writing interesting (◀V2: M1, ▶M3, 4) Recognising tenses (◀V2: M1, 5, ▶M4) Listening for clues, indirect information, time clues (L) (◀V1: M1, 5, V2: M5, ▶M2, M4) TRAPS (◀V2: M1-5, ▶M3, 5) Preparing a photo task Writing a developed response	Using <i>por eso</i> and <i>así que</i> Using two tenses (◀V1: M5, V2: M1, 2) Checking for accuracy (W) (◀V1: M3, 5) Starting with what you know (W) Using translation tools and dictionaries (W) (◀V1: M4, V2: M4, ▶M4) Skimming/scanning a text (R) (▶M5) Clues, cognates, context and common sense (R) (◀V1: M2, 5, V2: M1, 2, 3, ▶M4) Drawing conclusions when Listening (L) (◀M1) Preparing a role play task (S) (◀V1: M2)	Creating more complex sentences (◀M1, V2: M1, ▶M4) Avoiding lists and repetition Coping with unprepared questions TRAPS (◀M1, V2: M1-5, ▶M5) Understanding a literary text (▶M4)	Creating complex sentences (◀M3, V2: M1) Recognising tenses (◀M1, V2: M1, 5) Using a dictionary (◀M2, V1: M4) Clues, cognates, context and common sense (R) (◀M2, V1: M2, 5, V2: M1, 2, 3) Working with challenging texts (R) (◀M3)	Using correct word order Survival strategies (S) (◀V2: M3) Non-verbal communication (S) Selecting essential vocabulary (R) (◀V2: M2) Understanding texts – step by step (R) (◀M2, 4) TRAPS (◀M1, 3, V2: M1-5)

¡Viva! 3 Verde Segunda Edición

End of Year aims	<p>Pupils able to talk about themselves and their lives but also about wider ranging issues (human rights, the environment, etc.)</p> <p>Pupils able to use the language they would need for arriving in Spain and meeting Spanish people</p> <p>Pupils able to use three tenses (present, near future and preterite)</p> <p>Pupils develop their knowledge of Hispanic culture</p>
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Topics	Module 1: <i>Somos así</i> Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise present and near future tenses.	Module 2: <i>¡Oriéntate!</i> Pupils able to talk about their hopes for the future, to coincide with options evenings time of year. Emphasis put on the importance of languages for future careers.	Module 3: <i>En forma</i> To allow pupils to discuss the importance of a healthy lifestyle. Introduction to talking about wider issues and an opportunity to introduce some new verbs.	Module 4: <i>Jóvenes en acción</i> An opportunity ahead of GCSE to talk about wider, global issues and revise present and near future verbs. Also opportunity to read two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale.	Module 5: <i>Una aventura en Madrid</i> To develop language they would need for arriving in Spain and to learn more about Spain's capital city.
Grammar	<i>Me gusta(n)/chifla(n)</i> + noun (◀V1: M3, V2: M2) Present tense of <i>ser</i> (◀V1: M1, 3, 4) Present tense of regular verbs (◀V1: 2, 3, V2: M2, ▶M4) Present tense of <i>ir</i> (◀V1: M5) Near future tense (◀V1: M5, V2: M3)	<i>tener que</i> + infinitive (◀V2: M4) Preterite of regular verbs (◀V2: M1) Present tense and preterite together (◀V2: M1, 2) Preterite tense of <i>ir</i> (◀V2: M1, ▶M5)	Negatives (<i>no, nada, nunca</i>) (◀V2: M3) Stem changing verbs (<i>jugar, preferir</i>) (◀V1: M2, 5, V2: M2, 4, ▶M4) Reflexive verbs (◀V2: M4) <i>Estar</i> (◀V1: M4, V2: M5) <i>Me duele(n)</i> <i>Se debe/no se debe</i>	Present tense verbs in the 3 rd person (s/p) Stem-changing verbs (<i>poder</i>) (◀M3, V1: M2, 5, V2: M2, 4) Present tense verbs in the 1 st person pl (◀V1: M3)	Expressions with <i>tener</i> Preterite tense of <i>ir, hacer</i> and <i>ver</i> (◀M2, V2: M1, 2) <i>Usted</i> (◀V2: M3) Using three tenses (◀V2: M3, 4, 5)
		Adjectival agreement (◀V1: M1, 3, 4, V2: M4)		The comparative (◀V2: M2, 5)	The superlative (◀V2: M5)
	Definite article (sing/pl) (◀V1: M1, 3)		Direct object pronoun (◀V2: M3)		
Skills	Using connectives (W) (◀V1: M1, 2, 3, 5, V2: M3) Adding information (W) (◀V2: M1, ▶M3, 4) Taking notes (L) Listening for clues, indirect information, prediction (L) (◀V1: M1, 5, ▶M2, M4) TRAPS (◀V2: M1-5, ▶M3, 5) Preparing a photo task	Giving your opinion (◀V1: M2, V2: M2, 3) Structuring a story Checking your spelling (W) (◀V1: M3, 5) Checking the gender of nouns (W) Starting with what you know Using translation tools and dictionaries (W) (◀V1: M4, V2: M4, ▶M4) Skimming/scanning a text (R) (▶M5) Clues, cognates, context and common sense (R) (◀V1: M2, 5, V2: M1, 2, 3, ▶M4) Drawing conclusions when Listening (L) (◀M1)	Creating more interesting sentences (◀M1, V2: M1, ▶M4) Coping with unprepared questions TRAPS (◀M1, V2: M1-5, ▶M5) Understanding a literary text (▶M4)	Using what you know Creating interesting sentences (◀M1, 3, V2: M1) Using a dictionary (◀M2, V1: M4, V2: M4) Clues, cognates, context and common sense (R) (◀M2, V1: M2, 5, V2: M1, 2, 3) Working with challenging texts (R) (◀M3)	Survival strategies (S) (◀V2: M3) Non-verbal communication (S) Selecting essential vocabulary (R) (◀V2: M2) Understanding texts – step by step (R) (◀M4) TRAPS (◀M1, 3, V2: M1-5)