



Curriculum Map



Subject: Spanish 2022 - 2023

Year group: 7

	<u>Autumn 1 TY</u> (8wks, 16 lessons)	<u>Autumn 2</u> (7wks, 14 lessons)	<u>Spring 1</u> (6wks, 12 lessons)	<u>Spring 2</u> (6wks, 12 lessons)	<u>Summer 1</u> (5wks, 10 lessons)	<u>Summer 2</u> (7wks, 14 lessons)
<p><u>Content</u></p> <p><i>Being able to talk about yourself, your life outside and in school and where you live and be able to talk about the life of your family</i></p>	<p>Giving basic personal details: name, age, birthday.</p> <p>Saying what you have and do not have in your pencil case using colours and plurals</p> <p>Numbers 1-30</p> <p><u>End of Module Assessment</u></p>	<p>Describing hair and eyes</p> <p>Animals</p> <p>Family members</p> <p>Describing their personal characteristics</p>	<p><i>Revision of 'tener', 'ser' and 'ar/er/ir' verbs (Hablar/Comer/Vivir)</i></p> <p>Nationalities</p> <p>Countries</p> <p>Extended Reading</p> <p><u>End of Module Assessment</u></p> <p><i>School subjects</i></p> <p><i>Giving opinions</i></p> <p><i>Telling the Time</i></p> <p><i>Describing your timetable- saying what time you finish - finir</i></p>	<p><i>Describing a day at school Using Comer/Beber/Tomar Llegar</i></p> <p><i>Describing school uniform</i></p> <p>Extended Reading</p> <p><u>End of module Assessment</u></p> <p>Describing which sports they do and do not do using 'jugar' and 'hacer'</p>	<p>Say which sports and activity they like to do / play and which sports they do not like to do / play</p> <p>Saying which sport they are going to do and not going to do</p>	<p>Developing what you can say about what you do at the weekend</p> <p>Weather</p> <p><u>End of year Assessment</u></p> <p><u>Buffer</u></p> <p>Voy a ir de vacaciones.... ¿cuánto cuesta?</p> <p>Numbers</p> <p>Me gustaría</p>
<p><u>Skills</u></p> <p><i>Development of listening, reading, writing and speaking skills through the understanding of key grammar concepts.</i></p>	<p>What is a noun, adjective, verb.</p> <p>Masculine and feminine nouns in singular and plural</p> <p>Definite and indefinite articles</p> <p>The verb Tener – being able to manipulate this verb eg Snow White has ...</p>	<p>Building on use of nouns adjectives, verbs etc</p> <p>Developing use of adjectives with the introduction of adjectives with different endings</p> <p>Consolidation of Tener as a key verb</p> <p>Introduction Ser</p> <p>'ar/er/ir' verbs</p>	<p>'pensar' 'preferir' - radical changing verbs</p> <p>Writing longer sentences, using connectives to structure writing</p> <p>Practising listening through use of gap fill</p> <p>Reading longer texts to pick out meaning</p> <p>Development of writing skills through the introduction of 'porque'</p>	<p>Students will learn 10 regular verbs – using 'Hablar/Comer/Vivir' as a model which they learnt in Spring 1</p> <p>Introduction of regular verbs to describe their school day</p> <p>Negatives- introduction of No + verb</p> <p>Developing reading skills by doing longer reading</p>	<p>Verb + infinitive construction in the positive and negative</p> <p>Introduction of 2nd tense – I am going to play and I am not going to play</p> <p>Using the above constructions with different family members to change subject and practicing opinion.</p>	<p>Introduction of more high frequency irregular verbs</p> <p>Introduction of the use of 'si' clauses using the 2 tenses they have learnt</p> <p>Buffer</p> <p><u>Time Allowing:</u></p> <p>Holiday vocab</p>



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	<p>Negatives</p> <p>Introduction to adjective agreement using colours</p>		<p>and opinions so students can now use a subordinate clause.</p> <p>Telling the time</p> <p>Giving Opinion</p> <p>Developing reading skills by doing longer reading activities with words they do not know - picking out key grammar points.</p> <p>Consolidations of family members</p>	<p>activities with words they do not know- picking out key grammar points and building literacy.</p> <p>Practise verbs</p> <p>Jugar + al/a la/a los/a las Practicar + el/la/los/las – learning how verbs are followed by prepositions</p> <p>Consolidating Opinions, family members and time from previous chapter</p>		
Assessment	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>
Literacy/Numeracy/SMSC/Character	<p>Acquisition of numbers</p> <p>Groupwork and peer assessment</p> <p>Grammar of verbs and adjectives, plurals and negatives</p>	<p>Consolidation of numbers 1-31</p> <p>Students reading longer texts</p> <p>Introduce basic connectives eg 'pero'(but)</p> <p>Introduction of subordinate clause</p>	<p>The role of connectives in a sentence to give depth and structure.</p> <p>Learning difference between a country and a nationality and where these countries are on the map.</p> <p>Learning to tell the time in Spanish</p>	<p>We talk about the uniform and the role it plays in the school and compare to Spain where there is no uniform</p> <p>Compare the Spanish and English school day</p> <p>Use of verbs within a sentence, how do Spanish verbs differ from English verbs</p>	<p>Explain different tenses-how many tenses do we have in English? How many tenses do the students use regularly</p> <p>Students work as a team to play dominoes</p> <p>What is an infinitive ? Does it exist in English?</p>	



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<p>Rationale</p>	<p>Every student starts from ab initio, as there is little standardisation amongst the primaries. Also, few students have been taught by a linguist in primary school – so everyone can consolidate pronunciation etc, those that feel confident are encouraged to write without reference to their books. The students have only one verb, they focus on this till they can manipulate it with confidence</p>	<p>Consolidation of Tener - key so students can spring board off this to other verbs</p> <p>Following the listenings in the book so they are developmental</p>	<p>Consolidation and Practice of Tener/Ser</p> <p>Introduction of opinion – key at GCSE</p> <p>Building listenings through following text books</p>	<p>Practising what we have already learnt and developing it is always the rational.</p> <p>SO the students will practise and consolidate: Tener/Ser/ar/er/ir verbs/ negatives, subordinate clauses and to these they will add new skills- hacer, time, more verbs, more conjunctions.</p> <p>As their Spanish becomes more complex they will continue to practise complex sentences in reading, using this vocab as a base to develop their listening skills.</p>	<p>Students should now be confident using the verbs they know in the present tense – they should now be confident enough to use 2 tenses, they already have learnt the verb Ir, and the present tense + infinitive construction so the acquiring of the near future tense is the next logical step.</p> <p>Using the tenses to describe how they spend their free time and what they are going to do is an important GCSE topic</p>	<p>I have left a buffer at the end of the summer so we can be sure to finish the main items that I want the students to learn and practise.</p> <p>If that has been achieved then the students will start learning some holiday vocab that they may need if they go on holiday to Spain.</p>
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