

Key Stage 3 Curriculum Map: Spanish

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 7	Mi Vida		Topic: Mi tiempo libre		Mi insti		Mis familia y mis amigos		Mi ciudad		El mundo de trabajo	
	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática
	1.¿Cómo te llamas? : Introducing yourself 2. ¿Qué tipo de persona eres? : Talking about your personality 3. ¿Tienes hermanos? : Talking about age, brothers and sisters 4. ¿Cuándo es tu cumpleaños? : Talking about birthdays, using numbers and the alphabet 5.¿Tienes mascotas? : Talking about pets, using adjectives 6.Cómo soy... : time capsule writing	1.Introduction to Spanish pronunciation. 2.Introduction to masculine and feminine nouns. 3.Introduction to adjectival agreement 4. Definite and indefinite article 5.Making negative sentences 6.Using ser (to be) in the present tense 7.Using tener (to have) in the present tense 8.Using cognates when reading 9.How to use intensifiers in our writing	1.¿Qué te gusta hacer? : Saying what you like to do and giving your opinion 2.¿Cantas karaoke? : Using Ar ending verbs in the present tense, saying what you do in your free time 3.¿Qué haces cuando llueve? : Talking about the weather. 4.¿Qué deportes haces? : Using hacer and talking about sports 5.¿Eres fanático? : talking about your passions. 6.¿Qué haces en tu tiempo libre? : Using question words	1.Non- literal translation 2.Expression of frequency 3.Using hacer (to do) in the present tense 4.Introduction to a stem changing verb : jugar (to play) 5.Using context to work out new meaning 6.The infinitive How to conjugate AR, ER, IR ending verbs in the present tense	1.¿Qué estudias? : Saying what subjects you study 2.¿Te gustan las ciencias? : giving opinions on subjects 3.¿Qué hay en tu insti? : Describing your school. 4.Durante el recreo : talking about break time 5.¿Te gusta tu instituto? : understanding details about schools 6.¿Cómo es tu insti? : Writing about your school	1.Practice of AR ending verbs in the present tense 2.Saying on a day 3.Using the direct article with me gusta 4.Checking written work for accuracy 5.Plural definite / indefinite articles 6.Hay / no hay about break time 7.Present tense of ER / IR ending present tense verbs. 8.Use of sequencers 9.Using connectives, intensifiers, sequencers to extend writing 10.Me gusta/ n 11.Consolidation of adjectival agreement and adjective placement	1.¿Cuántas personas hay en tu familia? : Describing your family 2.¿De qué color tienes los ojos? : Describing your hair and eye colour 3.¿Cómo es? : saying what other people look like 4.¿Cómo es tu casa o tu piso? : Describing where you live (ser / estar) 5.El carnival en familia : The carnival in Cadiz : Dictionary skills	1.Possessive Adjectives 2.Ser and Tener Practice 3.Adjective position 4.Practice of Adjectival agreement 5.Using intensifiers 6.Estar (to be) 7.Ser vs Estar 8.Dictionary skills	1.¿Qué hay en tu ciudad? : Describing your town 2.¿Qué haces en la ciudad? : Telling the time 3.En la cafeteria : ordering in a café 4.¿Qué vas a hacer? : saying what you are go at the weekend 5.¿Te gusta la ciudad? : Opinions on towns 6.Mi vida en La Havana : writing a blog about your town and activities	1.Telling the time in Spanish 2.Using the verb Ir (to go) 3.A + el = al 4.Practice of the indefinite article 5.Using the verb Querer (to want) : stem changing verb 4.The immediate future tense 5.Revisit sequencers 6.Listening for detail 7.Developing writing by using two tenses together 8.Developing a self- editing tool.	1.¿Qué quieres ser en el future? : Talking about what you want to be in the future 2. ¿Por qué? : Talking about why you would like to be a certain job. 3. ¿Cómo va a ser el futuro? : Talking about how the future is going to be. 4. Un estudio de una película : A film study leading to a speaking presentation based on the film	1. Querer in the present tense : radical changing 2.Ser vs Estar 3. Gender Agreement 4. Adjectival agreement 5. Connectives to extend sentences 6. Structures to introduce what you think (complex opinions) 7. Introduction to 'me gustaría' – conditional tense. 8. Recap of the immediate future tense. 9. Speaking presentation mirroring the GCSE presentation.
	Assessment:		Assessment:		Assessment:		Assessment:		Assessment:		Assessment:	
	Baseline of Spanish knowledge and understanding in the first week.		Listening, Reading and Speaking		Mid year assessment : Listening, Speaking, Reading and Writing		Listening, Reading and Speaking		End of Year Assessment : Listening, Speaking, Reading and Writing		Peer Assessment of the speaking presentation: Foundation Mark scheme used.	
Listening, Reading, Writing												

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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 8	Mis vacaciones		Todo sobre mi vida		A comer!		¿Qué hacemos?		Operación verano		Hacia un mundo mejor	
	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática
	1. De vacaciones : talking about your past holidays 2.¿Qué hiciste? : Talking about what you did on holiday. 3. El ultimo día: Describing the last day of the holidays. 4. ¿Cómo te fue? : Saying what your holiday was like. 5. El verano pasado : Giving a presentation about your holiday	1. Using the preterite tense of 'Ir'. 2. Using the preterite tense of regular verbs. 3. Using the preterite tense of 'Ser'. 4. Time phrases that introduce the preterite tense. 5. Recap of how to make verbs negative. 6. Forming sentences in the preterite tense.	1. MI vida, mi móvil: Saying how you use your mobile phone. 2. ¿Qué tipo de música te gusta? : Talking about your music preferences. 3. Prefiero las comedias : talking about your TV preferences. 4. ¿Que hiciste ayer? : Saying what you did yesterday. 5. Mi guía : understanding a TV guide in Spanish.	1. Revising the present. 2. Giving a range of opinions. 3. Using the comparative. 4. Using the present tense and the preterite tenses together. 5. Using authentic texts. 6. Frequency phrases. 7. Adjectival agreement 8. Definite and indefinite recap. 9. Using different time phrases to introduce a different tense. 10. Using the present and preterite tenses together.	1. ¿Qué te gusta comer? : Talking about which foods you like. 2.¿Qué desayunas? : Describing mealtimes. 3. En el restaurant: Ordering a meal in a restaurant. 4. ¿Qué vamos a comprar? : Discussing what to buy for a party. 5. ¡Fiesta! Giving an account of a party. 6. ¿Y tú? ¿Qué opinas? : Using coping strategies when speaking.	1. Using a wide range of opinions. 2. Using verbs in the negatives. 3. Using usted/ ustedes. 4. Recapping the immediate future. 5. Using three tenses together. 6. Responding to what people say. 7. Recap future tense time phrases to introduce the immediate tense.	1.¿Te gustaría ir al cine? : Arranging to go out. 2. Lo siento, no puedo: making excuses. 3. ¿Cómo te preparas? : Discussing getting ready to go out. 4. ¿Qué vas a llevar? : Saying what you are going to wear. 5. ¡Hoy partido!: Talking about sporting events. 6. EL baile de disfraces : Describing a fancy dress outfit.	1. Using me gustaría + infinitive 2. Using querer and poder : racial changing in the present tense. 3. Using reflexive verbs and how to conjugate the infinitives to the present tense (*stretch: conjugate to the preterite and immediate future). 4. Using the demonstrative adjective. 5. Adjectival agreement recap. 6. Using three tenses together. 7. Dictionary skills.	1. ¿Qué casa prefieres? : Describing a holiday home 2. ¿Qué se puede hacer en..? : Describing holiday activities. 3.¿Dónde está? : Asking for directions and understanding directions. 4. El campamento de verano : Talking about summer camps. 5. ¡Destinos! : Describing a world trip.	1. Recap the comparative. 2. Using the superlative. 3. Using the imperative. 4. Ser vs Estar. 5. Learning more about using three tenses. 6. Tackling challenging listening. 7. Adjectival agreement 8. Definite and indefinite articles recap. 9. Word order. 10. Spelling changes for adjectives that end in 'z'. 11. Recap the preterite tense 12. Recap the immediate future tense. 13. Recap the present tense.	1. Los derechos del niño : talking about children rights. 2. El comercio justo: Talking about fair trade 3. ¡Reciclamos! : Let's recycle! 4. Film Study : followed by a speaking presentation.	1. Tener que+ infinitive 2. Recap of Poder: radical changing verbs. 3. Using se debería + infinitive 4. Recapping the preterite, immediate future and present tense. 5. Recapping all time phrases that introduce a different tense. 6. Peer assessment and familiarisation with the GCSE foundation speaking mark scheme.
	Assessment:		Assessment:		Assessment:		Assessment:		Assessment:		Assessment:	
Listening, Reading, Writing		Listening, Reading and Speaking		Mid-Year assessment : Listening, Speaking, Reading and Writing		Listening, Reading and Speaking		End of Year Assessment : Listening, Speaking, Reading and Writing		Peer Assessment of the speaking presentation: Foundation Mark scheme used.		

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Year 9	Somos así		¡Oriéntate!		En forma		Jóvenes en acción		Una aventura en Madrid		Getting Ready : El laberinto del fauno
	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad	Gramática	Unidad Gramática
	1.Talking about things you like 2.Talking about your week 3.Talking about films 4.Talking about a birthday 5. Talking about life as a celebrity 6. Understanding descriptions of days out	1. Recapping the definite article with opinions (impersonal verbs) 2.present tense of <i>ir, hacer, ser</i> (full paradigm) 3.present tense of regular <i>-ar, -er and -ir</i> verbs (full paradigm) 4. near future tense 5. definite and indefinite articles 6.the preterite (full paradigm) 7.recognising tenses 8. preterite of <i>hacer</i> (full paradigm)	1. Saying what you have to do at work 2.Saying what job you would like to do 3.Talking about your future 4.Describing your job 5. Checking for accuracy and looking up new words 6.Using reference materials 7. El día laboral : Coping with authentic texts 8.Skimming and scanning a text	1. tener que + infinitive 2.adjective agreement 3.present tense v. near future tense 4.verb patterns: regular and irregular 5. Consolidation of all grammar thus far in the Spanish learning.	1. Talking about your diet and diet in general. 2. Talking about an active lifestyle 3. Talking about your daily routine. 4. Talking about getting fit 5. Talking about ailments, saying that you are in pain.	1. Using direct object pronouns 2. Using stem-changing verbs to talk about living an active life 3. Using reflexive verbs to describe your daily routing 4. Using <i>se debe/no se debe</i> to talk about how to get fit. 5. Using <i>me duele(n)</i> when saying is hurting you.	1. Talking about children’s rights 2.Talking about fair trade 3.Talking about recycling 4.Talking about how a town has changed 5.Writing about fundraising	1. Using the verb <i>poder</i> in the present tense. 2. Expressing your point of view and developing a range of phrases to add complexity to your written work. 3. Using <i>se debería + infinitive</i> 4.Using the imperfect tense 5.Using the three irregular verbs in the imperfect. 6.Starting to use the imperfect and the preterite tenses together. 7. Choosing the correct Spanish word	1. Meeting and greeting people 2. Talking about a treasure hunt 3. Discussing buying souvenirs 4. Saying what you will do 5. Making yourself understood 6. Saying the right thing in different situations	1. Using expressions with <i>tener</i> (in the present and recap of the irregular preterite tense form of <i>tener</i>) 2. Using the superlative 3. Using the comparative 4.Using the real future tense 5. Comparison of the immediate future tense and the real future tense. 6. Trying to combine the new tenses we have done together to elevate the complexity	Film Stuy : El laberinto del fauno Class teachers will develop a discreet class SOW that will address any misconceptions seen in the End of year assessments Leading to a film and script creation : short film production. How to use IT to support language learning.
Assessment: Listening, Reading and writing		Assessment: Listening, Reading and Written Assessment		Assessment : Mid Year : Listening, Speaking, Reading and writing		Assessment: Listening, reading and Speaking		Assessment: End of year assessments Listening, Speaking, Reading and writing		Assessment: Project work	