









# 2023-24 CURRICULUM MAP FOR SPANISH







## YEAR 7 – Mi vida

<p>TERM 1: ME PRESENTO - MI FAMILIA Y YO</p> <p>Core knowledge: • To recognise Spanish word forms, key letters and sounds • To be able to greet someone in Spanish, and introduce yourself • To be able to count to 20, and recognise larger numbers • Say how old you are and when your birthday is • To be able to say where you live, where you used to live and say your nationality • To be able to say who is in your family • To be able to say what pets you have and describe their colour</p> <p>Key questions:  <b>¿Cómo te llamas y cómo se escribe?</b> (What are you called &amp; how do you write it?)  <b>¿Dónde vives?</b> (Where do you live?)  <b>¿Cuándo es tu cumpleaños?</b> (When is your birthday?)  <b>¿Cuántas personas hay en tu familia?</b> (How many people are in your family?)  <b>¿Tienes mascotas?</b> (Do you have pets?)</p> <p>Vocabulary: • Greetings • Alphabet (phonics) • Numbers to 100 • Months &amp; days of the week • name, age &amp; birthday (months) • nationality • family members • pets • colours</p> <p>Grammar: • formation of numbers • phonics - pronunciation (especially ll, ñ, y &amp; vowel sounds) • exposure to present tense verb forms • adjective agreement - singular m/f • ser &amp; tener – present tense • hay / no hay • simple connectives - y, pero, también, • exposure to regular verb forms – present and imperfect</p>		<ul style="list-style-type: none"> <li>• Reading aloud from knowledge organiser</li> <li>• HT1 - Regular reading comprehension activities – short paragraphs</li> <li>• HT2 - Regular reading comprehension activities – extended paragraphs with connectives and adjectives</li> <li>• Song lyrics</li> </ul>
		<ul style="list-style-type: none"> <li>• Simple sentences to introduce themselves</li> <li>• Translation (English – Spanish &amp; Spanish – English)</li> <li>• Extended sentences using simple connectives and correct adjective agreement</li> <li>• Mini white-board writing activities</li> <li>• Translation (English – Spanish &amp; Spanish – English)</li> <li>• Formal 60 word writing assessment</li> <li>• Dictation and transcription</li> </ul>
		<ul style="list-style-type: none"> <li>• Regular speaking activities &amp; phonics practice</li> <li>• Whole class choral repetition</li> <li>• Pair-work speaking activities</li> <li>• Describing a photo</li> </ul>
		<ul style="list-style-type: none"> <li>• Maths – basic numeracy – numbers to 100</li> <li>• Geography – countries</li> <li>• PSHE – family &amp; relationships</li> </ul>
<p>TERM 2: Las Relaciones  <b>¿COMO ERES? Y ¿COMO ES TU FAMILIA?</b></p> <p>Core knowledge: • To be able to describe your physical appearance • To be able to describe your personality • To be able give a physical description of a member of your family, and describe their personality • To be able to say how well you get on with members of your family • To be able to describe a friend • To be able to give the qualities that make a good friend</p>		<ul style="list-style-type: none"> <li>• Reading aloud from knowledge organiser</li> <li>• Regular reading comprehension activities – extended paragraphs with opinions and connectives</li> <li>• Reading transcripts</li> </ul>
		<ul style="list-style-type: none"> <li>• Extended sentences using connectives and adjectives</li> <li>• Mini white-board writing activities</li> <li>• Translation (English – Spanish &amp; Spanish – English)</li> <li>• Bubble writing activity to talk about self and family</li> <li>• Dictation and transcription</li> </ul>



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<p>Key questions:</p> <p><b>Describe tu aspecto y tu personalidad</b> (Describe your appearance and personality)</p> <p><b>Describe tu familia</b> (Describe your family)</p> <p><b>¿Te llevas bien con tu familia?</b> (Do you get on well with your family)</p> <p><b>¿Cómo es un buen amigo/una buena amiga?</b> (What is (makes) a good friend?)</p> <p>Vocabulary: • hair &amp; eyes &amp; colours • height &amp; size • glasses, beard, moustache • adjectives of personality – positive and negative • relationships • the qualities of a good friend</p> <p>Grammar: • adjective agreement m/f • ser / estar / tener – present tense • additional connectives - además, sin embargo • opinions • present tense verb endings • quantifiers – muy, bastante, un poco • adverbs – extremadamente, totalmente, siempre, nunca • puede ser &amp; adj</p> <p>Retrieval • family members • tener / ser / estar singular forms</p>		<ul style="list-style-type: none"> <li>Formal 60 word writing assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Regular speaking activities giving extended sentences using connectives and opinions</li> <li>Pronunciation practice</li> <li>Whole class choral repetition</li> <li>Pair-work speaking</li> </ul>
		<ul style="list-style-type: none"> <li>PSHE – family &amp; relationships</li> </ul>
<p>TERM 3 : MI TIEMPO LIBRE</p> <p>Core knowledge: • To be able to say what you do in your free time • To be able to describe what you do in certain types of weather • To give details such as who with and when you do each activity • To use the compound future tense to say what you are going to do • To be able say what you do on the internet • To be able to give opinions about social media</p> <p>Key questions:</p> <p><b>¿Qué te gusta hacer en tu tiempo libre?</b> (What do you like to do in your free time?)</p> <p><b>¿Qué deportes haces y cuándo?</b> (What sports do you do and when?)</p> <p><b>¿Qué vas a hacer el fin de semana que viene?</b> (What are you going to do next weekend?)</p> <p><b>¿Qué vas a hacer como deportes cuando seas mayor?</b> (What sports are you going to do when you are older?)</p> <p><b>¿Qué haces en el ordenador?</b> (What do you do on the computer?)</p>		<ul style="list-style-type: none"> <li>Reading aloud from knowledge organiser</li> <li>Regular reading comprehension activities – extended paragraphs with time phrases, opinions, connectives, adverbs and quantifiers.</li> <li>Reading transcripts</li> </ul>
		<ul style="list-style-type: none"> <li>Extended sentences using connectives, opinions and quantifiers and including time phrases</li> <li>Mini white-board writing activities</li> <li>Translation (English – Spanish &amp; Spanish – English)</li> <li>Bubble writing activity to talk about hobbies</li> <li>Dictation and transcription</li> <li>Formal 60 word writing assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Regular speaking activities giving extended sentences using connectives, opinions and quantifiers and using time phrases</li> <li>Whole class choral repetition</li> <li>Pair-work speaking</li> <li>Photocard descriptions</li> </ul>
		<ul style="list-style-type: none"> <li>Geography - weather</li> <li>PE – sports</li> <li>IT – online activities</li> <li>IT/ PSHE – opinions on online activities.</li> </ul>



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Vocabulary: • Sports and hobbies • Weather & seasons • Activities online • Types of technology • Opinions for and against

Grammar: • Opinion phrases • Hacer & stem changing verbs (jugar) • Si & cuando as connectives • Time phrases • Hacer / Haber with weather phrases • Cuando sea mayor / cuando tenga \_\_\_ años • Infinitive phrases plus verb *soler* + INF & 'para' + INF • Immediate future tense (*ir* + INF) • Giving reasons • Opposing connectives – *pero, sin embargo, aunque*, • recap of the present tense • re-cap of adjective agreement