









2023-24 CURRICULUM MAP FOR SPANISH





YEAR 8 – Mi barrio

<p><u>TERM 1: MI CASA Y MI RUTINA DIARIA</u></p> <p>Core knowledge: • say what type of house I live in • say what rooms it has • describe where it is located • to be able to use the verb vivir to say where others live • to describe your ideal house • to talk about your daily routine and what you do.</p> <p>Key questions: ¿Dónde vives? (Where do you live?) ¿Cómo es tu casa?(What is your house like?) ¿Qué hay en tu casa? (What is there in your house?) ¿Cómo sería tu casa ideal? (What would your ideal house be like like?) Describe tu rutina diaria (Describe your daily routine) ¿Cómo es un día típica para ti? (What is a typical day like for you?)</p> <p>Vocabulary: • rooms in the house • types of house • locations • adjectives • prepositions – arriba / abajo / dentro / fuera • descriptive adjectives • daily routine verbs • time phrases • telling the time</p> <p>Grammar: • adjectival agreement • use the verb vivir in full verbs • haber & tener (present tense) • conditional tense of regular verbs with a focus on vivir / gustar / tener / haber / • si tuviera / si pudiera • reflexive verbs in the present tense • telling the time <i>Retrieval: • present tense verb endings • adjective agreement • numbers • infinitive phrases</i></p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – short paragraphs • Song lyrics – Que hay en tu casa? • Regular reading comprehension activities – extended paragraphs with connectives and adjectives
		<ul style="list-style-type: none"> • Paragraph on ‘what is in my house’ • Translation English to Spanish sentences Extended sentences using connectives and correct adjective agreement to describe your ideal house • Mini white-board re-call writing activities • Translation (English – Spanish & Spanish – English) • Dictation and transcription • Formal 60 word writing assessment
		<ul style="list-style-type: none"> • Regular speaking activities • Whole class choral repetition • Pair-work speaking – translation pyramid / trapdoor
		<ul style="list-style-type: none"> • Geography – types of houses, my local area • English – verb forms (present tense conditional tense) pronouns, prepositions • PSHE – daily routine / hygiene • English – verb forms (present tense) Irregular & irregular verbs
<p><u>TERM 2: MI CIUDAD Y MI REGION</u></p> <p>Core knowledge: • to say where you live • to describe your town & region • to say where your town is located • to say what is / isn’t in your town • to discuss the advantages and disadvantages of your town • to describe the weather in your town • to be able to say what you did last weekend in your town • to be able to describe shops in your town • to be able to say</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with opinions and connectives • Reading / listening to transcripts • Describing a photo
		<ul style="list-style-type: none"> • Extended sentences using connectives and adjectives • Mini white-board writing activities • Translation (English – Spanish & Spanish – English)



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<p>where things are • to be able to describe what your region is known for.</p> <p>Key questions: ¿Dónde vives? (Where do you live?) ¿Cómo es tu ciudad?(What is your city like?) ¿Te gusta tu ciudad? (Do you like living there?) ¿Qué hiciste la semana pasada? What did you do last weekend?) ¿Qué hiciste recientemente en tu ciudad? (what have you done recently in your town?) ¿Cómo es tu región? (What is your region like?) ¿Qué tiempo hace? (What is the weather like?)</p> <p>Vocabulary: • places in the town • comparatives • lo bueno es que / lo malo es que / lo mejor / lo peor (superlatives) • verbs in the preterite tense • weather (re-cap) & opinion phrases • compass points</p> <p>Grammar: • ser & estar • impersonal verbs se puede + INF • introduction to the preterite tense</p> <p>Retrieval: • <i>adjective agreement</i> • <i>opinion phrases</i> • <i>negatives</i></p>		<ul style="list-style-type: none"> • Bubble writing activity – a paragraph to describe your town • Dictation and transcription
		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives and opinions • Whole class choral repetition • Pair-work speaking – giving opinions
		<ul style="list-style-type: none"> • Geography – compass points / talking about your local area. Weather • English – irregular verbs, negative forms, impersonal verbs, comparatives, superlatives
<p><u>TERM 3: MI INSTI</u></p> <p>Core knowledge: • to be able to say what you study at school • to give your opinion on subjects • to describe your teachers • to give extended opinions with reasons • to be able to talk about your school uniform • to discuss the advantages and disadvantages of school uniform • to be able to talk about your primary school uniform •</p> <p>Key questions: Háblame de tu insti (Tell me about your school) ¿Qué estudias y cuál es tu asignatura favorita? (What do you study and what is your favourite subject?) ¿Cómo son tus profes? (What are your teachers like?) Describe tu uniforme (Describe your uniform)</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with time phrases, opinions, connectives, adverbs and quantifiers. • Reading & listening to transcripts
		<ul style="list-style-type: none"> • Narrow reading using connectives, opinions and quantifiers and including time phrases • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Paragraph to give opinions on school subjects and teachers • Dictation and transcription • One pen one dice • Extended sentences to describe school & talk about school uniform • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Dictation and transcription • Formal 90 word writing assessment



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<p>Vocabulary: • school subjects • timetables • likes and dislikes - extended opinions and reasons • describing teachers • personal qualities • clothes • colours • opinion phrases, including the opinions of others</p>		<ul style="list-style-type: none">• Regular speaking activities giving extended sentences using connectives, opinions and quantifiers and using time phrases• Whole class choral repetition• Pair-work speaking
<p>Grammar: • comparatives • positive and negatives • exposure to the imperfect tense of haber / tener / ser</p> <p>Retrieval: • <i>adjectival agreement</i> • <i>days of the week</i> • <i>telling the time</i></p>		<ul style="list-style-type: none">• Maths – telling the time / timetables