



# Curriculum Map

**Subject: Spanish**

**Year group: 7**

	Module 1	Module 2	Module 3
<p><b>Content</b></p> <p><i>Declarative Knowledge: 'Know What'</i></p>	<p><b>Communicative Functions:</b></p> <ul style="list-style-type: none"> <li>- Saying my and someone else's name and age</li> <li>- Saying where you and other people are from &amp; when your and other people's birthdays are</li> <li>- Describing what a person's hair and eyes are like &amp; details about their faces</li> <li>- Saying where you live</li> </ul> <p><b>Core Target Constructions &amp; Grammar:</b></p> <p>Me llamo ... Mi hermana/o se llama ... Tengo/tiene ... años Soy/es de ... Mi/su cumpleaños es el ... Tengo/tiene el pelo .../los ojos ... / (No) llevo/lleva ... Vivo en ...</p> <p><b>Core Vocabulary:</b> as per Sentence Builders.</p>	<p><b>Communicative Functions:</b></p> <ul style="list-style-type: none"> <li>- Talking about family members, saying their age and how well you get along with them</li> <li>- Describing myself and another family member</li> <li>- Describing my family and saying why I like/dislike them</li> <li>- Describing pets and saying what pets you would (not) like to have</li> </ul> <p><b>Core Target Constructions &amp; Grammar:</b></p> <p>En mi familia está/hay/somos ... Me llevo bien/mal con ... Soy/es + adjective (masculine and feminine) Me gusta mi .... porque es ... En casa (no) tengo un/una ... (que se llama ...) (No) me gustaría tener un/una ...</p> <p><b>Core Vocabulary:</b> as per Sentence Builders.</p>	<p><b>Communicative Functions:</b></p> <ul style="list-style-type: none"> <li>- Saying what is in your school bag and classroom and describing colour</li> <li>- Saying what food you like and dislike and to what extent giving reasons</li> <li>- Describing what meals you eat every day</li> <li>- Talking about clothes and accessories you wear and how frequently, when and where</li> </ul> <p><b>Core Target Constructions &amp; Grammar:</b></p> <p>En mi mochila/clase (no) hay/tengo ... No me hace falta ... Me encanta/n /(no) me gustan (mucho/un poco) /prefiero/odio + el/la/los/las ... porque es/son ... Desayuno/almuerzo/meriendo/ceno/ bebo ... Cuando + weather/activity + llevo/lleva .../En + place + llevo/lleva ... / Time phrase + llevo/lleva ...</p> <p><b>Core Vocabulary:</b> as per Sentence Builders.</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge: 'Know How'</i></p>	<p>Developing <b>all micro skills</b> of <b>listening, reading, speaking</b> and <b>writing</b> to be able to <b>decode</b> and <b>encode</b> messages for <b>effective communication</b>.</p> <p>Developing <b>autonomous recall</b> and <b>fluency</b> skills through routinisation and fluency training.</p> <p>Developing <b>learner autonomy</b>: organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.</p>		
<p><b>Key Questions</b></p>	<p>¿Cómo te llamas? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿Cómo se llama tu amigo? ¿De qué color tienes el pelo y los ojos? ¿Dónde vives? ¿De dónde eres?</p>	<p>¿Cuántas personas hay en tu familia? ¿Con quién te llevas bien/mal? ¿Cómo eres? ¿Cómo es tu hermano/hermana? ¿Te gusta tu hermano/primo? ¿Por qué? ¿Tienes animales en casa?</p>	<p>¿Qué hay en tu clase? ¿Qué tienes en tu mochila? ¿Te gusta el chocolate? ¿Te gustan las fresas? ¿Qué comes? ¿Qué bebes? ¿Qué ropa llevas? ¿Qué ropa lleva cuando hace frío?</p>
<p><b>Assessment (See SoL)</b></p>	<p><b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing</b> and <b>Speaking</b></p>	<p><b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing</b> and <b>Speaking</b></p>	<p><b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing</b> and <b>Speaking</b></p>
<p><b>Literacy/ Numeracy/ SMSC/ Character</b></p>	<p>Developing an <b>understanding</b> of the <b>phonological</b> and <b>graphological systems</b> of the target language and their <b>sound-symbol correspondence</b>, as well as of the <b>key structural, morphological</b> and <b>syntactic patterns</b>.</p> <p>Understanding and dealing with <b>cultural barriers</b> to <b>prevent breakdown in communication</b> and <b>develop intercultural competence</b>.</p> <p>Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b>.</p>		



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