



Curriculum Map

Subject: Spanish

Year group: 8

	Module 1	Module 2	Module 3
Content <i>Declarative Knowledge: 'Know What'</i>	Communicative Functions: - Saying my and someone else's name and age - Saying where you and other people are from & when your and other people's birthdays are - Describing what a person's hair and eyes are like & details about their faces Core Target Constructions & Grammar: 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 ... Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Talking about family members, saying their age and how well you get along with them - Describing my family and saying why I like/dislike them - Describing pets and saying what pets you would (not) like to have Core Target Constructions & Grammar: En mi familia está/hay/somos ... Me llevo bien/mal con ... Me gusta mi porque es ... En casa (no) tengo un/una ... (que se llama ...) (No) me gustaría tener un/una ... Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Saying what I and others do in our free time - Talking about weather and free time - Talking about holiday plans Core Target Constructions & Grammar: Juego al/a las/con ... / Hago + sport/activity Voy al/a la/ de/en ... Cuando + time phrase/weather +: Juego al/a las/con ... / Hago + sport/activity / Voy al/a la/ de/en ... Voy/vamos a ir de vacaciones a/en ... Voy/vamos a pasar + time Voy a quedarme/vamos a quedarnos en ... Voy/vamos a + activity / Me/nos gustaría + activity Será + adjective Core Vocabulary: as per Sentence Builders.
Skills <i>Procedural Knowledge: 'Know How'</i>	Developing all micro skills of listening, reading, speaking and writing to be able to decode and encode messages for effective communication . Developing autonomous recall and fluency skills through routinisation and fluency training. Developing learner autonomy : organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.		
Key Questions	¿Cómo te llamas? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿Cómo se llama tu amigo? ¿De qué color tienes el pelo y los ojos?	¿Cuántas personas hay en tu familia? ¿Con quién te llevas bien/mal? ¿Te gusta tu hermano/primo? ¿Por qué? ¿Tienes animales en casa?	¿Qué haces un tu tiempo libre? ¿Qué haces cuando está nublado? ¿Qué hace María los fines de semana? ¿Qué vas a hacer en tus vacaciones?
Assessment (See SoL)	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking
Literacy/ Numeracy/ SMSC/ Character	Developing an understanding of the phonological and graphological systems of the target language and their sound-symbol correspondence , as well as of the key structural, morphological and syntactic patterns . Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence . Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture .		