



Curriculum Map

Subject: Spanish

Year group: 10

	Context 1: My Personal World, Context 2: Lifestyle & Wellbeing – Module 3: Free time	Context 1: My Personal World – Module 1: Family, friends & relationships	Context 4: Media & Technology– Module 2: Social media & technology	Context 6: Travel & Tourism– Module 6: Holidays & holiday destinations	Context 5: Studying and my future – Module 8: My studies and life at school, future plans and opportunities
Content <i>Declarative Knowledge: 'Know What'</i>	Core Vocab: hobbies, sports, food – as per Sentence Builders and Model Texts Grammar: Near future tense, simple future tense, preterite tense of regular and irregular verbs, opinion verbs in the present tense, present tense of regular and irregular verbs.	Core vocab: family and relationships, the importance of friends, future relationship plans - as per Sentence Builders and Model Texts Grammar: reflexive verbs in the present tense, direct and indirect object pronouns, present tense modal verbs, conditional tense, verbs with prepositions.	Vocab: technology in everyday life, advantages and disadvantages of new technologies - as per Sentence Builders and Model Texts Grammar: reflexive verbs in the present, <i>ante de, después de</i> , present tense of regular and irregular verbs, direct and indirect object pronouns.	Vocab: My holiday destinations, talking about a past holiday - as per Sentence Builders and Model Texts Grammar: <i>Me gustaría</i> and the conditional tense, the present subjunctive (<i>aunque sea</i>), imperfect subjunctive in <i>if</i> clauses (<i>si tuviera, si pudiera</i>), preterite tense and present tense	Vocab: studies and school, school rules, teachers and subjects, future plans - as per Sentence Builders and Model Texts Grammar: Revision of present tense regular and irregular verbs, <i>se debe, hay que, tener que</i> , conditional tense, near future tense, conjugated verb + infinitive.
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	¿Qué haces en tu tiempo libre? ¿Cuáles son tus planes para este fin de semana? ¿Practicas algún deporte? ¿Qué deportes harás en el futuro?	¿Cómo es tu familia? ¿Con quién te llevas bien en tu familia? ¿Con quién discutes? ¿Cómo son tus amigos? ¿Te gustaría casarte algún día? ¿Por qué (no)?	¿Cómo utilizas internet? ¿Utilizas redes sociales? ¿Eres adicto a ellas? ¿Cuáles son los beneficios e inconvenientes de las redes sociales? ¿Cómo utilizas tu móvil?	¿Cómo fueron tus últimas vacaciones? ¿Qué te gustaría hacer en tus próximas vacaciones? ¿Qué ofrece tu región para los turistas?	Describe un día típico ¿Cuáles son algunas reglas en tu instituto? ¿Qué te gustaría hacer el año que viene? ¿Qué tipo de trabajo te gustaría hacer en el futuro?
Assessment	Assessment point 1: Writing and reading	Assessment point 2: Writing and Listening	Assessment point 3: Speaking – General conversation	Assessment point 4: Trial Exams in all 4 skills	Assessment point 5: Ongoing formative assessment
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 .				