



Curriculum Map

Subject: Spanish

Year group: 7

	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 myself and another family member - Describing my family and saying why I like/dislike them Core Target Constructions & Grammar: En mi familia hay/somos ... Me llevo bien/mal con ... Soy/es + adjective (masculine and feminine) Me gusta mi porque es ... (No) me gustaría tener un/una ... Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Describing pets and saying what pets you would (not) like to have - Comparing people and pets - Saying what is in your school bag and classroom and describing colour Core Target Constructions & Grammar: En casa (no) tengo un/una ... (que se llama ...) Él/ella/mi abuela es más/menos ... que/tan ... como Mis padres son más/menos ... que/tan ... como En mi mochila/clase (no) hay/tengo ... No me hace falta ... 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? ¿De qué color tienes los ojos?	¿Cuántas personas hay en tu familia? ¿Con quién te llevas bien/mal? ¿Cómo eres? ¿Cómo es tu hermano/madre? ¿Te gusta tu primo? ¿Por qué te gusta tu primo?	¿Tienes animales en casa? ¿Cómo es tu perro? ¿Cómo es tu mejor amigo/a? ¿Qué hay en tu clase? ¿Qué tienes en tu mochila?
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 .		