



Curriculum Map

Subject: Spanish

Year group: 8

	Module 1	Module 2	Module 3
<p>Content</p> <p><i>Declarative Knowledge: 'Know What'</i></p>	<p>Communicative Functions:</p> <ul style="list-style-type: none"> - Things I like/dislike: school subjects & teachers - Things I like/dislike: free time - Comparing people & pets <p>Core Target Constructions & Grammar:</p> <p>Estudio + subject</p> <p>(No) me gusta/n, me encanta(n) + el/la/las + subject + porque + es/son + adjective/reason</p> <p>Time phrase + (no) me gusta/me encanta + inf. + activity + porque (no) es + adjective</p> <p>Él/ella/mi abuela es más/menos ... que/tan ... como</p> <p>Mis padres son más/menos ... que/tan ... como</p> <p>Core Vocabulary: as per Sentence Builders.</p>	<p>Communicative Functions:</p> <ul style="list-style-type: none"> - Saying what others and I do in our free time - Talking about my daily routine - Talking about the weather & free time <p>Core Target Constructions & Grammar:</p> <p>(Cuando) + time phrase/weather +:</p> <p>Juego/mi amigo/a juega + al/a las/con ... /</p> <p>Hago/mi amigo/a hace + sport/activity /voy/ mi amigo/a va al/a la/ de/en ...</p> <p>Daily routine verb + time + sequencer</p> <p>(Cuando) + time phrase/weather + free time activities (see constructions above)</p> <p>Me quedo/se queda en casa</p> <p>Core Vocabulary: as per Sentence Builders.</p>	<p>Communicative Functions:</p> <ul style="list-style-type: none"> - Talking about weekend plans - Talking about food: likes, dislikes, reasons - Talking about holiday plans <p>Core Target Constructions & Grammar:</p> <p>Time phrase + voy/va/ me gustaría ir + place + para + infinitive</p> <p>Me encanta/n, (no) me gusta/n (mucho/un poco), prefiero, odio + el/la/el/los + food + porque (no) es/son + adjective</p> <p>Voy/vamos a + ir a/en ... + pasar + time/ quedarme/vamos a quedarnos en ... / + activity / Me/nos gustaría + activity /Será + adjective</p> <p>Core Vocabulary: as per Sentence Builders.</p>
<p>Skills</p> <p><i>Procedural Knowledge: 'Know How'</i></p>	<p>Developing all micro skills of listening, reading, speaking and writing to be able to decode and encode messages for effective communication.</p> <p>Developing autonomous recall and fluency skills through routinisation and fluency training.</p> <p>Developing learner autonomy: organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.</p>		
<p>Key Questions</p>	<p>¿Qué asignaturas estudias?</p> <p>¿Te gusta el español? ¿Por qué?</p> <p>¿Qué te gusta hacer en tu tiempo libre?</p> <p>¿Cómo es tu mejor amigo/a?</p>	<p>¿Qué haces en tu tiempo libre?</p> <p>¿A qué hora te levantas?</p> <p>¿Qué haces cuando está nublado?</p> <p>¿Qué hace María los fines de semana?</p>	<p>¿Qué planes tienes para el fin de semana?</p> <p>¿Qué te gusta comer? ¿Por qué?</p> <p>¿Qué vas a hacer durante las vacaciones?</p> <p>¿Adónde vas a ir este verano?</p>
<p>Assessment (See SoL)</p>	<p>Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking</p>	<p>Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking</p>	<p>Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking</p>
<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>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.</p> <p>Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence.</p> <p>Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture.</p>		