



# Curriculum Map



Subject: Spanish

Year group: 9

	Module 1	Module 2	Module 3 – GCSE Context 3: My Neighbourhood Module 5: Places in town
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>Communicative Functions:</b> - Saying what I did and what I am going to do at the weekend - Making after-school plans with a friend - Describing a typical day in the present, past and future <b>Core Target Constructions &amp; Grammar:</b> Time marker + <i>voy a</i> + infinitive + prepositional phrase <i>Será</i> + intensifier + adjective Time marker + presente/ preterite + noun prepositional phrase Question word + modal verb + infinitive <i>Me gustaría</i> + infinitive <i>¡Qué</i> + adjective! Time marker + modal verb in the present/preterite + infinitive Time marker + modal verb/verb <i>IR</i> + infinitive <b>Core Vocabulary:</b> as per Sentence Builders.	<b>Communicative Functions:</b> - Describing a past holiday – where I went and where I stayed - Talking about what I did during a holiday and saying what I liked and disliked - Talking about a recent day trip <b>Core Target Constructions &amp; Grammar:</b> Time marker + present/preterite + noun or prepositional phrase Time marker + modal verb in the present/preterite + infinitive Time marker + modal verb/verb <i>IR</i> + infinitive <i>Lo mejor fue cuando</i> + preterite + prepositional phrase <i>En mi opinión + fueron unas vacaciones</i> + adjective + adversative phrase Time marker + <i>hizo</i> + weather <i>Antes</i> + infinitive + preterite + prepositional phrase <b>Core Vocabulary:</b> as per Sentence Builders.	<b>Communicative Functions:</b> - Saying what I can do in my neighbourhood - Describing my street - Describing my home and furniture <b>Core Target Constructions &amp; Grammar:</b> <i>Se puede</i> + infinitive <i>Se puede</i> + noun/prepositional phrase <i>Fui/Jugar</i> + prepositional phrase <i>Hice/Vi/Visité</i> + noun phrase <i>En mi calle hay</i> + noun phrase Noun + locative adverbial/prepositions + prepositional phrase <i>Mi casa</i> + <i>estar</i> + location <i>No hay + ningún/ninguna</i> + noun + adverbial En + noun + <i>hay</i> + noun + <i>por ejemplo</i> + noun phrase <i>Me gusta</i> + noun + <i>porque es/está</i> + adjective <i>Ser &amp; estar</i> <b>Core Vocabulary:</b> as per Sentence Builders.
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	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> . Developing <b>autonomous recall</b> and <b>fluency</b> skills through routinisation and fluency training. Developing <b>learner autonomy</b> : organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.		
<b>Key Questions</b>	¿Qué vas a hacer el fin de semana próximo? ¿Qué hiciste el fin de semana pasado? ¿Te gustaría ir al cine conmigo?	¿Adónde fuiste de vacaciones? ¿Dónde te alojaste? ¿Qué había en el hotel? ¿Qué hiciste? ¿Te gustaron las vacaciones? ¿Qué tiempo hizo?	¿Cómo es tu ciudad? ¿Qué es lo bueno y lo malo de donde vives? ¿Qué se puede hacer en tu barrio? ¿Qué hiciste ayer en tu barrio?
<b>Assessment (See SoL)</b>	<b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	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> . Understanding and dealing with <b>cultural barriers</b> to <b>prevent breakdown in communication</b> and <b>develop intercultural competence</b> . Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b> .		