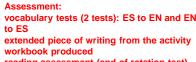


KS3 SPANISH CURRICULUM MAP

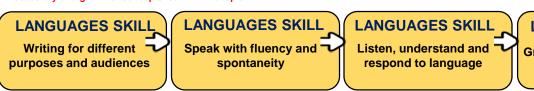
Assessment: extended pieces of writing on leading a healthy diet, staying fit, daily routine, illnesses and guidance on getting better. 3 listening questions on the topic healthy living, 3 reading questions; 1 translation into English; 1 grammar exercise - Key verbs written in Spanish Assessment: extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on children's rights, rights of children in the 3rd world, travelling to school, the environment, future plans for a better world.

En forma Jóvenes en acción Using negatives □ 3 person verb forms Using sequencers □ 1st person plural verb forms Using stem-changing verbs the verb 'poder' Using reflexive verbs the near future tense Using modal verbs □para + infinitive Assessment: opinion phrases extended pieces of □ range of writing from speaking connectives / writing booklet on direct object where you live, pronouns describing your range of infinitive house, describing structures your town/city, **Holidays** Home and Local Area ¡Oriéntate! activities in the town, Reflexive verbs Using the verb 'estar' future plans. Writing Using tener, ser and estar. The preterite tense YEAR Singular and plural nouns assessment on a Adjective placement and adjectival Using negatives Using a, some and many choice of the topics agreements Using exclamations Using the verb 'ir' of free time or local Using 'me gustaría' Giving opinions in the past Using sequencers area with a particular Using 'tener que' Using 'se puede' Using the near future tense focus on the The near future tense Using the verb 'querer' vocabulary and Assessment: extended pieces of writing on grammar concepts Assessment: extended pieces of on a past holiday, family and relationships, jobs and employment, possible activities, holiday activities, learnt. future job plans, future life plans. Baseline test accommodation, future plan. Assessment on topics - key grammar concepts and vocabulary of free time, local area and holidays (listening, Assessment: extended covered throughout Year 7 and 8. reading, translation and grammar focus) pieces of writing from their speaking / writing **Food and Drink** Free Time Activities Genders of nouns My Life at School Singular and plural nouns booklet on hobbies, Using opinion phrases with verbs mobile phone use, sports, Adjective word order and adjectival -ar, -er and -ir verb conjugations music and television. 3 agreements Using cuando as a connective □ topic-specific listening questions on the -ar and -er verb conjugations The irregular verb 'jugar' vocabulary - school topic of free time Telling the time Lthe irregular verb 'hacer' subjects, teachers, activities, 3 reading The near future tense school facilities. questions; 1 translation □ Infinitive structures activities at break into English; 1 grammar Assessment: 3 listening questions (variety of potential time and school exercise - Key verbs question styles e.g. multiple choice, P,N,P+N, Answer in uniform written in Spanish English, Answer in Spanish); 3 reading questions, 1 genders of nouns translation into English; 1 grammar exercise - Key verbs Singular and plura In each topic... written in Spanish nouns Adjective word order high frequency Language Rotation 'Taster' Greetings and adjectival vocabulary and core Alphabet and Phonics agreements Core topic -specific vocabulary from the Knowledge topic-specific □Using hay/no hay Organiser: School subjects vocabulary from the □1st person verb Genders of nouns knowledge organisers, conjugations Spelling and recognising basic opinion words and accessing sentence-level material with Intensifiers familiar language

Assessment: vocabulary tests related to topic specific vocabulary. Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on school subjects, opinions of teachers, school facilities, break time activities, school uniform. Writing assessment - 90 word task based on the topic of school with a particular focus on the vocabulary and grammar concepts learnt in the topic



reading assessment (end of rotation test)



LANGUAGES SKILL

Grammar and Vocabulary

J FUR	ther study	CAI	REER PATHS		S	KILLS	
	panish Jour Mari Edito		malism, Writer, Education, keting. Researcher.		Cri	Critical analysis, interpretation evaluation, creative writing	
		ex th G(ssessment: vocabulary tes ttended pieces of writing f eir speaking / writing bool CSE papers in Reading, Li nd Writing; Mock speaking	rom klet; stening	extend their s on mal	sment: vocabulary tests; ed pieces of writing from peaking / writing booklet king the world better; ading and listening	
	Revision and examination practice	t t t t t t t t t t t t t t t t t t t	Revision of all t Coverage of topic content w teachers/students feel is lac adapted to the changing new what they feel is beneficial to review Exam skills for the reading, exams, again with a focus o weakness for students	hich king - needs to be ds to classes and pre-cover and istening and writing		Hacia un mundo mejor Using 'se debería' the superlative a range of modal verbs Combining all 3 time frames Giving extended opinions and reasons The present subjunctive The imperfect	
ssessment: vocabulary sts; extended pieces of riting from their speaking / riting booklet - GCSE apers in Reading, Listening nd Writing						continuous The pluperfect tense Literary texts Longer texts with unfamiliar language Higher tier exam style questions	
Intereses e influencias Using the present tense Infinitive structure 'soler' More complex, verbal reasons Object pronouns Using the preterite tense Using the preterite tense Using 'me gustaría' Infinitive structure 'acabar de' Discussing pros and cons Difference between	Ciudades De costumbre Genders of nouns The infinitive structure 'soler' Using sequencers Using arange of infiniti Using a range of tenses Using tan/tanto Using reflexive verbs Using a variety of infinitive phrases Simple Future Tense De costumbre The infinitive structure 'soler' Using reflexive verbs Using a variety of infinitive phrases Assessment: vocabulary tests; extended pi				nitive structures 'and' pressing the future t 'cuando' sent continuous		
present, preterite and imperfect Mi gente □ Adjectival agreements □ The reflexive verb	speaking / writing booklet on the topic o listening papers; 90 / 150 word writing papers in Reading, Listening and Writin					ask - choice of topics; GCSE	
 Intertelective verb 'Ilevarse' Giving more complex, verbal reasons Opinion infinitive structures The infinitive structure 'para' Recognising the present continuous tense Discussing pro's and con's Using 'poder' and 'querer' 	Mi vida en el ir Using a range of opir structures Genders and plurals Adjective agreements Using hay and no hay Conjugating verbs in present and preterite Telling the time Using sequencers The near future tense	ion of nouns ; , the tenses	¡Desconéctate! Conjugating verbs in the preterite tenses Using cuando Giving opinions and reas Giving other people's op Using 'se puede' Using sequencers Using the imperfect tens specific verbs	ons nions		In each topic high frequency vocabulary and core topic-specific vocabulary from the knowledge organisers, and accessing sentence- level material with familiar language	
Assessment: vocabulary tests; extended pieces of writing from their speaking / writing booklet; reading and listening exam on topics of holidays, school and mi gente - range of question types following GCSE specification	the subject of holid	ays from	ts; extended pieces of writ their speaking / writing bo s topic across 3 time fram	oklet; 90			

LANGUAGES SKILL Writing for different purposes and audiences

Speak with fluency and spontaneity

LANGUAGES SKILL

LANGUAGES SKILL

respond to language

LANGUAGES SKILL

Grammar and Vocabulary