

Litcham School Curriculum map - SPANISH

	KS3			KS4	
		Year 8	Year 9	Year 10	Year 11
Knowledge (Structures & Vocabulary)		Mi vida: Be able to meet and greet people. Give your age and brief information about your family. Understand dates and say when your birthday is. Describe your personality using adjectives and simple negation and connectives. Give information about pets that you have and revisit adjectives.	La comida y la salud Be able to discuss food preferences and mealtimes. Describe a meal that you ate yesterday. Be able to order meals politely in a restaurant using polite formal language. Talk about a visit to a restaurant. Discuss plans for a party and the food you are going to prepare or bring. Use the near future to explain other plans. Learn the parts of the body and be able to explain that you are not well or hurting. Give advice about how to lead a healthy life and eat healthily. Explain how to prepare a particular meal or recipe.	¡A clase! (Studying and future) Talking about a typical day at school. Talking about your studies. Talking about how you would change your school. Talking about students and teachers at school. Describing a school trip in the past.	Viajes (Travel and tourism) Discussing travel plans. Talking about festivals in the Spanish-speaking world. Saying what you did on holiday. Describing where you stayed. Talking about holidays using different tenses.
		Tiempo libre: Be able to express likes and dislikes using a variety of verbs of opinion with infinitives. Start to add reasons to opinions. Understand time and frequency phrases and be able to say how often you do an activity. Describe the weather and make links to activities. Explain which sports or activities you play and do. Understand main details in texts.	¿Qué hacemos? Be able to invite people out and reply to invitations. Arrange meeting times and places. Be able to give excuses and say what you want to do instead. Discuss plans to go out and how you prepare and get ready. Discuss clothes and what you will wear.	¡Diviértete! (My personal world / Media and technology) Talking about Spanish-speaking sports stars. Talking about life online. Talking about sports and free time activities. Arranging to go out. Planning a cinema visit. Saying what you did at the weekend. Talking about days that went wrong.	El futuro te espera (Studying and future) Talking about your plans for the future. Talking about getting a job. Talking about future career intentions. Talking about the importance of learning languages. Talking about changes in the world of work. Talking about the impact of artificial intelligence.
		Mi insti: Be able to give information about school	Mi Casa	Mi gente, mi mundo (My personal world / Media and technology) Reading about different families. Describing people. Talking about who you admire. Talking about friendships and relationships. Talking about your identity and what matters	Un mundo mejor para todos (My neighbourhood) Talking about how you help in your community. Talking about climate change. Talking about actions to help the environment. Talking about solutions. Developing effective comprehension skills.

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		<p>subjects including what you study and your preferences. Include more detailed information about your school day to include days of the week and names of teachers. Revisit verbs of opinion and extend to sing/pl gusta/gustan. Revisit and extend knowledge of key verbs ie: es/son. Revisit adjectival endings and extend to include plural. Describe your school to include what facilities there are and are not. Discuss what you do at breaktime and include some details about what you eat and drink.</p> <p>Familia y amigos: Give information about your family eg: name, age and physical description. Describe personalities of family members. Be able to identify clothing to describe what people are wearing and revisit colours as adjectives. Be able to describe where you live and your home.</p>	<p>Be able to describe your house and give details about the rooms in your house. Understanding how to ask for and give directions. Be able to give details on what you can do in your village / town / region. Cultural understanding about the capital of Mallorca and the Balearic islands. Be able to describe your dream house using the conditional tense.</p> <p>Mi paga Be able to say what you can, want and must do in the summer holidays using a range of modals. Discuss pocket money and holiday spending. Discuss places you might stay in during the holidays. Be able to ask for directions in a new place.</p> <p>Pre-GCSE Revise, practise and extend descriptions (physical, personality, family). Revise descriptions in town. Revisit time and higher numbers.</p>	<p>to you. Talking about problems and giving advice.</p> <p>Mi estilo de vida (My lifestyle) Learning about typical foods in Spanish-speaking countries. Describing healthy daily routines. Talking about mealtimes and food trends. Comparing old and new habits. Talking about illnesses and injuries. Future plans for health and wellbeing.</p> <p>Mi barrio y yo (My neighbourhood) Describing cities. Describing how a city or town has changed. Describing shopping preferences. Giving preferences about where you live. Talking about your area.</p>	
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		Explain whether you like living there. Revise key phrases for picture description and adapt to describe art by Spanish artists.			
Knowledge (Grammar)		<p>Mi vida: Learn 1st person of key verbs (tener/ser) and other verb parts as part of 'chunks' ie: mi cumpleaños es.... Start to use basic negation. Link ideas with basic connectives. Understand adjectival agreements for m/f.</p> <p>Tiempo libre: Understand what an infinitive is and use an infinitive after a key verb of opinion. Use 1st person of AR verbs. Start to look at full paradigm of an AR verb. Adapt adjectives to make agreement for m/f/pl. Use 1st person of irregular verb 'hacer' and stem changing 'jugar', and look</p>	<p>La comida y la salud Revisit the use of verbs of preference with infinitives. Revise the use of articles with these verbs. Expand use of negation to include nunca, no..nada. Practise the preterite tense in a new context. Learn about the use of usted and ustedes in formal situations, such as ordering in a restaurant. Revise the near future and expand to use all personal pronouns. Use to describe party or recipe plans. Recognise three time frames in longer texts which are spoken or written. Start to use three time frames in own language production.</p> <p>¿Qué hacemos? Use a conditional structure with the infinitive to say what you</p>	<p>¡A clase! (Studying and future) Using absolute superlatives. Using the relative pronouns <i>que, donde</i> and <i>cuando</i>. Using <i>lo que</i>. Using the conditional tense. Using impersonal verbs with an infinitive. Using negatives. Using adjectives and adverbs.</p> <p>¡Diviértete! (My personal world / Media and technology) Using adjectives in Spanish. Revising the present tense. Revising irregular present tense verbs. Using the near future tense. Using the preterite tense. Using direct object pronouns.</p> <p>Mi gente, mi mundo (My personal world / Media and technology)</p>	<p>Viajes (Travel and tourism) Using <i>me gusta(n) / me gustaría</i> + infinitive. Using comparatives. Using <i>se puede(n)</i> + infinitive. Using the superlative. Using <i>si</i> clauses with the present tense. Using <i>acabar de</i> + infinitive. Using the imperfect tense. Using <i>suelo</i> + infinitive.</p> <p>El futuro te espera (Studying and future) Using <i>seguir / continuar</i> + present participle. Using possessive pronouns. Using prepositions followed by the infinitive. Using masculine and feminine nouns for jobs. Using modal verbs. Using <i>para que</i> + present subjunctive.</p> <p>Un mundo mejor para todos (My neighbourhood)</p>

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		<p>at 3rd person for describing others/photos.</p> <p>Mi insti: Revisit negation. Look further at AR verb patterns and the personal pronouns and the fact that they can be omitted. Learn how to use sing/pl to express likes: me gusta/me gustan. Start to understand inclusion of definite articles with verbs of opinion. Look at an irregular verb 'faire' and understand that patterns differ.</p> <p>Familia y amigos: Extend knowledge of possessive adjectives. Revisit and extend agreement of adjectives- to include plural. Revisit key verbss and extend to use in 3rd person. Start to use the ser/estar correctly, mainly in 3rd person (es v está)</p>	<p>would like to do. Practise 'de' rule with prepositions. Use the stem changing verbs querer (to want) and poder (to be able to) in the most useful forms. Use reflexive verbs in the present tense, concentrate on the 1st person but extend to full paradigm for comprehension. Revisit adjectival agreements with clothes.</p> <p>Mi paga Revise use of modal verbs and others which follow with the infinitve. Revisit three time frames and use these to write or talk about spending money and the holidays. Use the imperative to give instructions and directions.</p> <p>Pre-GCSE Revisit grammar concepts from Y7 and Y8 including regular present tense and key irregulars, adjectival endings and use of first verbs with infinitives to promote confidence and be secure.</p>	<p>Using possessive adjectives. Using the present continuous tense. Saying how long you have been doing something using <i>desde</i>. Using the personal a. Using reflexive verbs. Using <i>para</i> + infinitive. Using <i>podrías</i> and <i>deberías</i> + infinitive.</p> <p>Mi estilo de vida (My lifestyle)</p> <p>Using indefinite adjectives. Using <i>tener</i> + noun. Using direct object pronouns. Using the imperfect tense to say what you used to do. Using <i>ya no</i> + verb. Using reflexive verbs in the preterite tense. Using the simple future tense. Using <i>si</i> clauses.</p> <p>Mi barrio y yo (My neighbourhood)</p> <p>Recognising demonstrative adjectives. Using the perfect tense. Using demonstrative adjectives for descriptions. Revising direct object pronouns. Using the present subjunctive with <i>cuando</i>. Using a variety of verb tenses.</p>	<p>Using pronouns after prepositions. Using the imperative. Using <i>falta</i>, <i>hace falta</i> and <i>basta</i>. Using the passive. Using the imperfect continuous tense. Practising negatives. Using the present subjunctive to give opinions. Using <i>(no) se debería</i> + infinitive.</p>
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<p>Skills & Application of Knowledge</p>		<p>Mi vida: Recognise accents. Begin to apply understanding of key phonics to aid pronunciation. Use simple qualifiers to vary phrases. Begin to read for gist and spot cognates.</p> <p>Tiempo libre: Learn about j,ll,c to aid pronunciation. Use simple phrases to describe a photo of people doing activities – intro to 3rd person. Use time phrases to complement and extend sentences. Begin to cope with longer texts through recycling of familiar language with Conti activities.</p> <p>Mi insti: Explore further key sounds and differences, ie g (soft/hard) and accents to show stress. Use a range of time phrases to vary sentences. Use mindmaps to act as prompts for writing and speaking. Revisit skills to look at longer texts.</p>	<p>La comida y la salud Look at diets of animals to improve food vocabulary. Meal diary – real or imaginary. Look at authentic menus. Take part in restaurant scenes. Create a party invitation with information about what is going to happen. Identify three tenses in longer texts. Create an advice sheet for healthy lifestyle. Describe how you are going to prepare a meal or recipe.</p> <p>¿Qué hacemos? Take part in dialogues or phone calls to invite a friend out. Produce a list of excuses for not doing something. Write a short message about how you get ready for a party or evening out.</p> <p>Mi paga Write a to-do list of things you want or may be able to do in the holidays. Convert money into € to talk about your pocket and spending money. Take part in role-plays to ask for directions. Use three time frames to talk and write about money and the holidays.</p>	<p>¡A clase! (Studying and future) Translating into English effectively. Talking about the opinions of others. Forming questions. Identifying false friends.</p> <p>¡Diviértete! (My personal world / Media and technology) Using expressions of frequency. Using opinion verbs and expressions. Pronouncing the letter c correctly. Recognising and using three tenses.</p> <p>Mi gente, mi mundo (My personal world / Media and technology) Using ser for physical descriptions and estar for location. Using the pronouns <i>me</i> and <i>te</i> before a verb. Listening for gist. Using <i>estar</i> to express moods</p> <p>Mi estilo de vida (My lifestyle) Using <i>tener</i> + noun. Practising listening skills. Giving advice using <i>debes</i>, <i>tienes que</i> and <i>necesitas</i></p>	<p>Viajes (Travel and tourism) Describing a photo. Using a range of structures to give opinions in the past. Giving and spotting positive / negative opinions. Using strategies to work out meaning.</p> <p>El futuro te espera (Studying and future) Using Spanish stress patterns correctly. Transcribing unfamiliar words. Using and understanding the suffix <i>-dad/-idad</i>. Understanding more complex texts. Listening for percentages. Working out the infinitive of a conjugated verb.</p> <p>Un mundo mejor para todos (My neighbourhood) Avoiding the passive. Practising negatives. Translating more complex texts. Understanding multiple tenses.</p> <p><i>Revision and exam skills to be covered throughout KS4 via Retrieval/Knowledge activating activities, regular exam style questions and then exclusively</i></p>
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		<p>Re-use key phrases to describe photos.Tiempo libre: Learn about j,l,c to aid pronunciation. Use simple phrases to describe a photo of people doing activities – intro to 3rd person. Use time phrases to complement and extend sentences. Begin to cope with longer texts through recycling of familiar language with Conti activities.</p> <p>Familia y amigos: Continue to describe photos. Plan and present short descriptions of family members. Create a poster or piece of information about a fictional wanted person to include full description. Begin to develop strategies to cope with less familiar language.</p>	<p>Pre-GCSE Take part in activities to practise and further embed key grammar and vocabulary requirement for the upcoming GCSE course.</p>	<p>Mi barrio y yo (My neighbourhood)</p> <p>Using prepositions of place for directions. Comparing now and then in the imperfect tense. Practising key sounds. Revising comparisons. Finding different ways to describe future plans.</p>	<p><i>during the final term before GCSE examinations.</i></p>
Cultural Knowledge & Cross-Curricular opportunities		<p>Learn about Navidad Read texts about Bolivia and other Spanish speaking countries.</p>	<p>Learn about Navidad Learn more about the Hispanic world. Look at menus and discuss tapas and regional food.</p>	<p>¡A clase! (Studying and future)</p> <p>Cultural knowledge: Learning about schools in Spain: differences in school day,</p>	<p>Viajes (Travel and tourism)</p> <p>Cultural knowledge: Researching popular tourist destinations in Spain: Andalucía</p>

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		<p>Spanish artists and their works.</p> <p>Use of euro € and prices.</p> <p>Typical food and celebration occasions.</p> <p>Research Spanish speaking holiday destinations to aid with descriptions of past holidays.</p> <p>TV shows which exist in Spain using translation and cognate skills.</p> <p>Spanish music and star profiles.</p> <p>Watch an authentic Spanish film, recycle previous vocabulary and grammar structures to discuss plot and describe characters.</p>	<p>Importance of celebrations and fiestas in Spain.</p> <p>Healthy lifestyle and advice to others.</p> <p>Recipes and methods.</p> <p>Look at money and € conversion. Be familiar with international road signs.</p> <p>Watch an authentic Spanish film, for example, 'Voces inocentes', recycle previous vocabulary and grammar structures to discuss plot and describe characters.</p>	<p>timetable, curriculum, uniform and forms of address.</p> <p>¡Diviértete! (My personal world / Media and technology)</p> <p>Cultural knowledge: Talking about Spanish-speaking sports stars. Talking about popular free time activities for young people in Spain. Comparing popular sports in Spain and the UK.</p> <p>Mi gente, mi mundo (My personal world / Media and technology)</p> <p><i>Talking about different families, friendships and relationships: cross-curricular links with PSHE</i></p> <p>Mi estilo de vida (My lifestyle)</p> <p>Cultural knowledge: Learning about typical foods in Spanish-speaking countries. Researching typical Spanish dishes and recipes. Learning about differences in mealtimes and eating habits between Spain and the UK. <i>Describing healthy daily routines: links with PSHE.</i></p> <p>Mi barrio y yo (My neighbourhood)</p>	<p>and the Balearic Islands. Learning about festivals in the Spanish-speaking world: <i>La Tomatina, Los Sanfermines and Las Fallas</i>. Cultural heritage in Spain: <i>Castellers</i>.</p> <p>El futuro te espera (Studying and future)</p> <p>Cultural knowledge: Learning about Latino trailblazers. <i>Discussing future plans and career intentions: links with PSHE. Talking about the impact of artificial intelligence: links with Computer Science.</i></p> <p>Un mundo mejor para todos (My neighbourhood)</p> <p>Cultural knowledge: Learning about natural wonders of Spanish-speaking countries. <i>Talking about climate change, actions to help the environment and solutions: links with Science.</i></p>
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				<p>Cultural knowledge: Finding out about Colombia: researching cities, population, climate, famous people, culture, cuisine etc. <i>Finding out about Colombia and describing cities: links with Geography.</i></p>	
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