



Curriculum Map

Subject: Spanish

Year group: 8

	Module 1	Module 2	Module 3
Content <i>Declarative Knowledge: 'Know What'</i>	Communicative Functions: - Things I like/dislike: school subjects & teachers - Things I like/dislike: free time - Talking about clothes and accessories you wear and how frequently, when and where Core Target Constructions & Grammar: Estudio + subject (No) me gusta/n, me encanta(n) + el/la/las + subject + porque + es/son + adjective/reason Time phrase + (no) me gusta/me encanta + inf. + activity + porque (no) es + adjective Cuando + weather/activity + llevo/lleva .../En + place + llevo/lleva ... / Time phrase + llevo/lleva ... Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Saying what others and I do in our free time - Talking about my daily routine - Talking about the weather & free time Core Target Constructions & Grammar: (Cuando) + time phrase/weather +: Juego/mi amigo/a juega + al/a las/con ... / Hago/mi amigo/a hace + sport/activity /voy/ mi amigo/a va al/a la/ de/en ... Daily routine verb + time + sequencer (Cuando) + time phrase/weather + free time activities (see constructions above) Me quedo/se queda en casa Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Talking about weekend plans - Talking about food: likes, dislikes, reasons - Talking about holiday plans Core Target Constructions & Grammar: Time phrase + voy/va/ me gustaría ir + place + para + infinitive Me encanta/n, (no) me gusta/n (mucho/un poco), prefiero, odio + el/la/el/los + food + porque (no) es/son + adjective Voy/vamos a + ir a/en ... + pasar + time/ quedarme/vamos a quedarnos en ... / + activity / Me/nos gustaría + activity /Será + adjective 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	¿Qué asignaturas estudias? ¿Te gusta el español? ¿Por qué? ¿Qué te gusta hacer en tu tiempo libre? ¿Qué ropa llevas?	¿Qué haces en tu tiempo libre? ¿A qué hora te levantas? ¿Qué haces cuando está nublado? ¿Qué hace María los fines de semana?	¿Qué planes tienes para el fin de semana? ¿Qué te gusta comer? ¿Por qué? ¿Qué vas a hacer durante las vacaciones? ¿Adónde vas a ir este verano?
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 .		