

Curriculum Map (MFL) – Spanish (Year 7)

The curriculum map below demonstrates where our planned curriculum introduces, revisits, develops and expands on the following areas (informed by National Curriculum for KS3 MFL):

- 1) Language Production (Speaking, Writing, Translation)
- 2) Deepening vocabulary.
- 3) Deepening grammatical structures.
- 4) Tenses (identifying and using).
- 5) Expression and justification of opinions.
- 6) Use of authentic sources and expanding understanding of culture(s).

For each key topic, the number in brackets indicates the corresponding GCSE Topic Area.

The Year 7 Spanish course is based on Unit 1 of the textbook “Zoom 1”. Each chapter introduces new vocabulary and grammar structures for the set topics (basic greetings, family, and pets, talking about yourself and others, school).

By the end of the year, all students will begin to recognise and infer language from short listening and reading extracts and begin to expand responses to questions in spoken Spanish or write short paragraphs in Spanish about the set topics. Learners will be able to use the present tense and express likes and dislikes.

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<u>Year 7</u> <u>Spanish</u>	Language Production	Deepening vocabulary	Deepening grammatical structures	Tenses	Opinions	Understanding of culture
Term 1 (Topic 1 – self) (Topic 3 – school)	Asking and answering questions – basic information Pronunciation and intonation (sounds of Spanish) Writing with correct spelling	Greetings Classroom instructions Numbers and dates Age and birthdays	Awareness of gender, articles un / una / los / las Basic sentence structure Age structure: tengo + age + años Connectives: y, también	Present tense – 1 st person	Saying how you are Using classroom phrases/ questions in Spanish	Culture: Spanish greetings
Term 2 (Topic 1 – family)	Asking and answering questions – more question words	Adjectives (hair and eyes) and basic intensifiers	Adjectival agreement and awareness of plural	Present tense – all forms of tener and ser	Give a detailed description of their own / someone	Culture: Spanish-speaking countries

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	<p>Writing short sentences</p> <p>Developing vocab learning methods – how to learn large amount of new words for effective retrieval</p>	<p>Countries, nationalities, continents</p>	<p>Structure for hair and eyes description : tengo los ojos/el pelo + adjectives</p> <p>Introduction of masculine/feminine nouns and adjectives</p> <p>Articles el/la/los/las</p>	<p>1st and 3rd person of vivir and llamarse</p>	<p>else's hair and eyes</p>	<p>Learning about Christmas traditions in the Spanish-speaking world.</p> <p>Day of the Dead cultural project</p>
<p>Term 3</p> <p>(Topic 1 – self and pets)</p>	<p>Writing longer and extended sentences, short paragraph</p>	<p>Adjectives (personality) and more intensifiers</p> <p>Family members</p> <p>Best friends</p>	<p>More adjectival agreements</p> <p>revisiting present tense with pronouns</p> <p>Negative structures</p> <p>using ser, llevar and tener</p>	<p>Present tense focus on 3rd, 4th and 6th person for tener, ser and llamarse</p>	<p>Justifying how long you have known someone</p>	<p>Cultural New Year/ Epiphany Activities</p> <p>Anthea Bell Translation</p> <p>Project on Carnival in Spain</p>

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			revisiting concept of nouns and adjectives and position with animals			
Term 4 (Topic 3 – School)	Asking and answering questions about school Asking for and giving opinions Translation using correct word order	School subjects Opinions Adjectives to describe school subjects	development of opinions by introducing the justification More connectives Comparisons	Present tense – increased range of verbs including irregular	Expressing opinion about school subjects using me gusta, odio etc. Justifying opinions using porque / ya que	Culture: Spanish schools and subject studied
Term 5 Speaking Examination	Conducting of oral exams / speaking tests	Revision of all above	Revision of all above	Revision of all above	Revision of all above	

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and Revision	Writing a text – approx. 60- 70 words					
Term 6 Examination Week & Feedback (Topic 1 – self) (Topic 3 – school) flipped learning / project work	Creative writing tasks – approx. 50 words Translations of paragraphs	School year groups Different types of houses Free time activities Pets, farm animals and wild animals Colours	Using the verb LLEVAR using school uniform Present tense IR and ER verbs Irregular verbs: Ir and Hacer Colour agreements, irregular agreements	Present tense – all regular verb patterns (AR, ER, IR) Present tense: more irregular verbs (Ir and Hacer) Introduction to the conditional (me gustaría) and the preterite tense (visité)	Favourite animals and reasons why using adjectives	Culture: Spanish schools, exams Anthea Bell translation work

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The following end points for each topic area have been adapted from each chapter of the course book (*Zoom español 1*). Any learning outcomes that have been added to the course using extra materials is **bold and underlined**, any that have been omitted from the course or not given an explicit focus are ~~crossed out~~.

End Points (by end of Term 2)

I can...

- listen to some greetings
- understand classroom instructions
- ▶ practise the five vowel sounds; find out what you already know about Spain and Latin America
- ▶ Learn sounds for vowels in Spanish a, e, i, o, u
- ▶ Contrast SSC 'l' and 'll'
- ▶ Learn hard 'ca/co/cu'
- ▶ Learn 'cu' + vowel 'cue/cua/cui'
- ▶ Learn soft 'ce/ci'
- ▶ Concentrate on pronunciation of 'z'
- ▶ Learn SSC 'que'
- ▶ Learn SSC 'qui'
- ▶ Learn hard 'ga/go/gu'
- ▶ Learn soft 'ge/gi'
- ▶ Learn 'j'
- ▶ Contrast SSC 'n' and 'ñ'
- ▶ Contrast SSC 'v' and 'b'
- ▶ Contrast SSC 'r' and 'rr'
- ▶ Silent 'h'

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- talk about things you like, using the alphabet
 - talk about family members
 - name family members, say ages and numbers 1-100
 - use definite and indefinite articles correctly; learn numbers 1-20
 - learn and use the verbs *tener* and *ser*
 - recycle language and verbs from the unit
 - ▶ learn some basic facts about Spanish-speaking people and culture; recognise and use greetings correctly
 - ▶ record vocabulary accurately
 - ▶ learn how to be an independent learner
 - ▶ practise memory games – learn how to learn!

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- say dates and birthdays
 - say what pets you have and what colour they are
 - use possessive adjectives correctly
 - make adjectives agree correctly
 - ▶ recognise when not to use capital letters
 - ▶ work out grammar rules from patterns

End Points (by end of Term 4)

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I can...

- give your nationality and say what languages you speak
 - describe yourself and others
 - recognise words for additional animals, countries and nationalities
 - use the present tense of regular verbs
 - use quantifiers to enhance description
 - ▶ pronounce Spanish 'c' correctly
 - ▶ extend sentences using simple connectives
 - ▶ Revisit 'a' and 'o'
 - ▶ Revisit 'e' and 'i'
 - ▶ Revisit 'u'
 - ▶ Revisit 'l' vs 'll'
 - ▶ Revisit hard 'ca/co/cu'
 - ▶ Revisit 'cu' + vowel 'cue/cua/cui'
 - ▶ Revisit soft 'ce/ci'
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- talk about school subjects and your opinions of them
 - say what time it is and when your lessons are
 - talk about what there is in your school
 - use verbs and adjectival agreements correctly
 - practise using the verb *tener*; use the verb *ser* with telling the time
 - use verbs correctly in the present tense; understand that subject pronouns are not much used in Spanish
 - ▶ learn how to work out meaning from cognates
 - ▶ tell the time, transfer previous knowledge

End Points (by end of Term 6)

I can...

- talk about your school uniform and your opinion of it
- learn the names for more school subjects, talk about patterns on clothes
- use adjectives correctly
- use more adjectival agreements correctly
- ▶ develop ways of learning vocabulary
- ▶ Revisit 'z'
- ▶ Revisit 'que' and 'qui'
- ▶ Revisit ll/l
- ▶ Revisit hard 'ga/go/gu'
- ▶ Revisit soft 'ge/gi'
- ▶ Revisit the contrast 'r' and 'rr'
- ▶ Revisit Silent 'h'
- ▶ Revisit the full range of SSC taught this year
- ▶ Revisit 'j'
- ▶ Revisit the contrast 'n' and 'ñ'

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- ▶ Revisit the contrast 'v' and 'b'