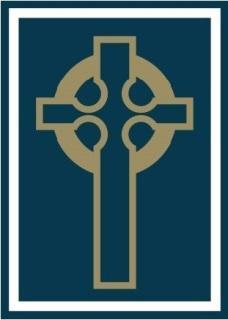
**ALL HALLOWS RC HIGH SCHOOL**

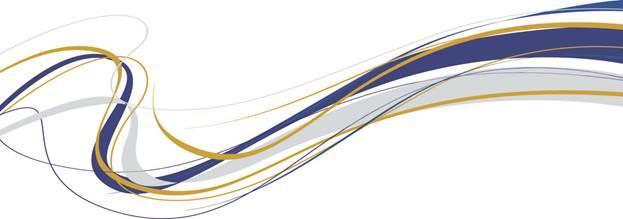


**Spanish Curriculum Overview**

**September 2022**

**Mrs R Murphy**

**Head of Department**



**Spanish - Curriculum overview KS3 and KS4**

**Intent – Why do we teach Spanish?**

* To promote curiosity about and an appreciation of the culture and the way of life of the people living in the countries where Spanish is spoken.
* We teach Spanish to enable students to understand and communicate with people around the world.
* To teach students to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
* To encourage a more open view of the world as it allows for deeper cultural understanding and promotes a more tolerant society within school, the local area and wider environment by making them global citizens.

| **Year 7** | |
| --- | --- |
| **Autumn 1 - Mi vida:**  LO1: Introduce myself (Greetings, name, age, live)  LO2: Use SER to describe what my and others personalities are like  LO3: Talk about siblings using TENER  LO4: Use numbers 0-31 to state age and birthdays  LO5: Describe pets using adjectives | **Autumn 1 - Mi vida:**   * Ask questions to create a basic conversation with others * Use the definite article * Use phonics to help me pronounce words and build on speaking skills * Use the verb SER (to be) * Use accurate adjectival agreement * Use connectives * Use the verb TENER (to have) * Make adjectives agree with nouns * Check agreement of adjectives with nouns * Use a range of connectives * Use intensifiers to add detail * Usepossessive adjectives to give information about family members * Use listening strategies with listening activities such as pictures and prediction. * Check written work for accuracy in spelling, accents and grammar. * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. |
| **Autumn 2 - Mi tiempo libre:**  LO1: Give my opinion on free time activities  LO2: Describe what I do in my spare time using -AR verbs in the present tense  LO3: Describe the weather and talk about activities I do in certain weather using ‘Cuando’  LO4: Say what sports I do using HACER (to do) and JUGAR (to play) | **Autumn 2 - Mi tiempo libre:**   * Use me gusta + infinitive * Use ‘No’ to make sentences negative * Use a range of connectives * Use varied adjectives * Use porque to give a reason * Use expressions of frequency * Use -AR verbs in the present tense * Use the connective CUANDO * Use the irregular verb -HACER (to do) * Use the stem-changing verb JUGAR (to play) * Use intensifiers to add detail * Recognising (near) cognates when reading longer texts * Work out meaning on words from context * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Take part in extended conversation |
| **Spring 1 - Mi instituto:**  LO1: Say what subjects you study using *ar* verbs in the I and we form  LO2: Give opinions about school subjects using (no) me gusta(n) with *el*/*la*/*los*/*las*  LO3: Give justified opinions about teachers using porque es/son  LO4: Describe my school facilities withthe words for ‘a’, ‘some’ and ‘the’  LO5: Describe what you do during break time using -er and -ir verbs | **Spring 1 - Mi instituto:**   * Use *-ar* verbs in the present tense * Use a range of connectives * Use intensifiers to add detail. * Use accurate adjective agreement to give justified opinions * Use sequencers to add detail. * Use hay and no hay * Using *-er* and *-ir* verbs in the present tense * Use listening strategies with listening activities such as pictures and prediction. * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * To recognise the differences between schools in England and in Spanish. |
| **Spring 2 - Mi familia y mis amigos:**  LO1: Describe my family using possessive adjectives and age  LO2: Describe hair and eye colour using SER and TENER  LO3: Describe what other people look like using verbs in the third person  LO4: Describe where you live using the verb ESTAR | **Spring 2 - Mi familia y mis amigos:**   * Usepossessive adjectives to give information about family members * Use a range of connectives * Count upto 100 * Use irregular verbs TENER and SER * Check the position of adjectives (after the noun) * Check agreement of adjectives with nouns * Use intensifiers to add detail * Use the verb ESTAR to describe location * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. |
| **Summer 1 - Mi ciudad:**  LO1: Describing what there is in my town/village  LO2: Asking and telling the time in Spanish  LO3: Say what activities you do at a certain time using IR  LO4: Order food and drink in a cafe using QUERER  LO5: Say what you are going to do this weekend using the near future tense | **Summer 1 - Mi ciudad:**   * Use hay and no hay * Use *- a , some* and *many* * Use the verb IR * Use the verb QUERER * Use *al* and *a la* * Understand a tapas menu/tapas culture * Ask how much something is * Understand prices * Use the near future tense * Use time phrases * Use sequencers to add detail * Use a range of negatives * Use a range of connectives * Use intensifiers to add detail * Use accurate adjective agreement * Give justified opinions * Use listening strategies with listening activities such as pictures and prediction. * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * To recognise the differences between mealtimes and eating habits in Spain and the UK |
| **Summer 2 - Repaso/La cultura española:**  LO1: Write a description of an imaginary person based on vocabulary covered in theme of Mi vida (retrieval)  LO2: Write a poem about likes and hobbies based on vocabulary covered in the theme of mi tiempo libre (retrieval)  LO3: Create a plan for a new school in Guatemala based on vocabulary covered in the theme of mi instituto (retrieval)  LO4: Complete an ideal family tree based on vocabulary covered in the theme of mi familia y mis amigos (retrieval)  LO5: Write a presentation about your city based on vocabulary covered in the theme of mi ciudad (retrieval) | Project based tasks to allow for a review from Autumn 1 - Summer 1 |

| **Year 8** | |  |
| --- | --- | --- |
| **Autumn 1 - De vacaciones:**  LO1: Talk about a past holiday using the preterite of IR  LO2: Describe what I did on holiday  LO3: Describe the last day of my holiday  LO4: Say what my holiday was like | **Autumn 1 - De vacaciones:**   * Use the preterite of IR * Use exclamations * Use the preterite past tense (Regular -AR verbs) * Use no with the preterite * Use the preterite past tense (-ER and -IR verbs) * Use sequencers * Give reasons (justify) * Use the preterite of SER * Check the position of adjectives (after the noun) * Check agreement of adjectives with nouns * Use negatives * Use a variety of opinions * Use a variety of connectives * Use time expressions * Use verb endings to recognise tenses * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Use listening strategies with listening activities such as pictures and prediction. * Develop reading strategies to approach reading tasks and extended texts. * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. * Use listening strategies with listening activities such as pictures and prediction. |  |
| **Autumn 2 - Todo sobre mi vida:**  LO1: Say what I use my phone for  LO2: Give my opinion on types of music  LO3: Give my opinion on types of TV programmes  LO4: Talk about what I did yesterday | **Autumn 2 - Todo sobre mi vida:**   * Use the present tense of regular verbs * Use frequency words * Use a variety of opinions * Give reasons for my opinion (justify) * Use articles correctly * Use the comparative * Use language to agree/disagree * Use the preterite of HACER * Use the present and preterite together * Use time expressions * Use sequencers * Check the position of adjectives (after the noun) * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Use listening strategies with listening activities such as pictures and prediction. |  |
| **Spring 1 - A comer:**  LO1: Use opinions to say what food I like and dislike  LO2: Describe mealtimes using negatives  LO3: Ordering a meal in a restaurant  LO4: Use the near future to prepare a party menu  LO5: Describe an event using the past, present and future tenses together | **Spring 1 - A comer:**   * Usea wide range of opinions * agree/disagree with someone * Use exclamations * Check the position of adjectives (after the noun) * Check agreement of adjectives with nouns * Use negatives * Use usted/ustedes * Use a variety of connectives * Use the near future tense * Use the preterite past tense * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Develop reading strategies to approach reading tasks and extended texts. |  |
| **Spring 2 - ¿Qué hacemos?:**  LO1: Arrange to go out using me gustaria  LO2: Making excuses using querer and poder  LO3: Discussing getting ready to go out using reflexive verbs  LO4: Use the near future to talk about clothing  LO5: Talk about sporting events using the past, present and future tenses together | **Spring 2 - ¿Qué hacemos?:**   * Use *me/te gustaria* + infinitive * Give a positive and negative reaction * Use *querer* and *poder* * Use *tener que* + infinitive * Use exclamations * Use reflexive verbs * Use the present and the preterite past tense together * Use sequencers * Use frequency words * Check the position of adjectives (after the noun) * Check agreement of adjectives with nouns * Use demonstrative adjective * Using three tenses (present, preterite, near future) together * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Use listening strategies with listening activities such as pictures and prediction. |  |
| **Summer 1 - Operación verano:**  LO1: Describing accommodation  LO2: Describe holiday activities  LO3: Asking for directions  LO4:Talk about summer camps | **Summer 1 - Operación verano:**   * Give justified opinions * Use the comparative * Use the superlative * Use the imperative ‘tu’ form * Use *al* and *a la* * Use the near future tense * Use the preterite tense * Use 3 tenses together * Use mejor and peor * Use sequencers to add detail * Use time expressions * Use a range of negatives * Use a range of connectives * Use intensifiers to add detail * Use accurate adjective agreement * Give justified opinions * Use listening strategies with listening activities such as pictures and prediction * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. |  |
| **Summer 2 - Repaso/La cultura española:**  LO1: Create a dice game based on holidays based on vocabulary covered in the theme of Mis vacaciones (retrieval)  LO2: Write a profile about a singer based on vocabulary covered in the theme of Todo sobre mi vida (retrieval)  LO3: Create a food blog based on vocabulary covered in the theme of ¡A comer! (retrieval)  LO4: Complete a problem based role-play based on vocabulary covered in the theme of ¿Qué hacemos? (retrieval)  LO5: Create a poster advertising your local area based on vocabulary covered in the theme of Operación verano (retrieval) | Project based tasks to allow for a review from Autumn 1 - Summer 1 |  |

| **Year 9** | |
| --- | --- |
| **Autumn 1 - *Somos así*:**  LO1: Talk about my interests using GUSTAR  LO2: Describe my week using regular present tense verbs  LO3: Talk about films using IR in the present tense  LO4: Talk about future birthday celebrations using the near future | **Autumn 1 - Mi instituto:**   * Use varied opinions with reasons * Ask someone about their interests * React to what others say * Use the present tense of SER * Use the present tense of regular verbs * Use the indefinite or definite article * Use the present tense of IR * Use the near tense * Use sequencers * Use negatives * Use connectives * Use time expressions * Use listening strategies - clues, predictions, indirect information, time markers and tenses * Use reading strategies - key words, read for gist, identity (near) cognates, use the context to work out meaning, use headings as a way into longer texts. * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. |
| **Autumn 2 - ¡Oriéntate!:**  LO1: Talk about my personality  LO2: Describe what tasks are involved in certain jobs  LO3: Talk about what job I would(not) like to do and why  LO4: Describe what I did at work yesterday using the preterite  LO5: Describe a typical day at a workplace | **Autumn 2 - ¡Oriéntate!:**   * Use varied opinions with reasons * Use tener que + infinitive * Use accurate adjectival agreement * Use the present tense of regular verbs * Use sequencers * Use ‘Me gustaría’ (conditional tense) * Use the preterite of the irregular verb IR * Use the present tense and the preterite together * Use the present tense of SER * Use the present tense of regular verbs * Use the indefinite or definite article * Use the present tense of IR * Use the near tense * Use negatives * Use connectives * Use time expressions * Use listening strategies - clues, predictions, indirect information, time markers and tenses * Use reading strategies - key words, read for gist, identity (near) cognates, use the context to work out meaning, use headings as a way into longer texts. * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. |
| **Spring 1 - En forma:**  LO1: Talk about my diet (eating habits)  LO2: Discuss food/drink likes and dislikes  LO3: Talk about active lifestyles  LO4: Describe my daily routine  LO5: Talk about getting fit  LO6: Talk about ailments | **Spring 1 - En forma:**   * Use negatives * Use direct object pronouns * Give justified opinions * Use time expressions * Use stem-changing verbs * Use reflexive verbs in the present tense * Use ‘me duele(n)’ to say what hurts * Use ESTAR to describe a temporary state * Use the near future * Use (no) se debe + infinitive * Use 2 tenses together (present and near future) * Use sequencers to add detail * Use time expressions * Use a range of negatives * Use a range of connectives * Use intensifiers to add detail * Use accurate adjective agreement * Use listening strategies with listening activities such as pictures and prediction * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. |
| **Spring 2 – Jóvenes en acción**  LO1: Talk about children’s lives using poder  LO2: Talk about children’s rights  LO3: Discuss journey’s to school  LO4: Talk about fair trade  LO5: Discuss environmental issues  LO6: Talk about how ‘green’ my school is  LO7: Talk about how my city has changed | **Spring 2 – Jóvenes en acción**   * Use PODER * Make adjectives (nationality) agree * Use third person form of verbs * Use PODER + infinitive * Use the comparative * Use the near future * Use the third person in the present tense * Use the ‘we’ form of -AR, -ER, -IR verbs * Use key irregular verbs - HACER, SER, IR, TENER in the present tense * Use negatives * Use (No) se debería + infinitive * Use para to create longer sentences * Se deberia in conditional * Using 3 tenses together * Using the present and imperfect tenses together * Use sequencers to add detail * Use time expressions * Use a range of negatives * Use a range of connectives * Use intensifiers to add detail * Use accurate adjective agreement * Use listening strategies with listening activities such as pictures and prediction * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. * Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech. |
| **Summer 1- Una aventura en Madrid :**  LO1: A school exchange trip  LO2: Sightseeing in Madrid  LO3: Buying souvenirs  LO4: Making plans  LO5:Saying what you will do tomorrow | **Summer 1 - Una aventura en Madrid:**   * Give justified opinions * Use the comparative * Use the superlative * Use the imperative ‘tu’ form * Use *al* and *a la* * Use the near future tense * Use the preterite tense * Use 3 tenses together * Use mejor and peor * Use sequencers to add detail * Use time expressions * Use a range of negatives * Use a range of connectives * Use intensifiers to add detail * Use accurate adjective agreement * Give justified opinions * Use listening strategies with listening activities such as pictures and prediction * Check written work for accuracy in spelling, accents and grammar. * Use phonics to build on speaking skills. |
| **Summer 2 - Voces Inocentes/La cultura española:**  LO1: To identify features in film posters and genres  LO2: Understand the context of a film based in El Salvador  LO3: Develop understanding of language and listening for gist  LO4: Describe scenes in a film you have seen using the preterite tense  LO5: Write a film review | Project based tasks to allow for a review from Autumn 1 - Summer 1 |

| **Y10** | |
| --- | --- |
| **Autumn 1 - Mi vida en el insti**  LO1 - Give justified opinions on school subjects  LO2 - Compare school subjects  L03 - Giving opinions about teachers  L04 - Describing school uniform  Lo5 - Describing school facilities  L06 - Talking about my primary school  L07 - Discuss school rules  L08 - Identifying school problems  L09 - Talking about plans for a school exchange  L10 - Activities and achievements |  |
| **Autumn 2 - Mis vacaciones**  L1 - Discussing holiday activities and the weather  L2 - Talking about my holiday preferences  L3 - Talking about my last holiday  L4 - Talking about a trip to Barcelona  L5 - Talking about holiday accommodation  L6 - Booking holiday accommodation  L7 - Dealing with accommodation problems |  |
| **Spring 1 - Mis vacaciones**  L1 - Talking about places in a town  L2 - Describing where I live  L3 - Talking about shops  L4 - Giving and asking for directions  L5 - Talking about what you can do in my local area  L6 - At the tourist office  L7 - Planning holiday activities  L8 - Making plans focusing on the weather  L9 - Talking about my city  L10 - Talking about how the city has improved  L11 - Describing how my city used to be  L12 - Identifying necessary changes in my city |  |
| **Spring 2 - Mi gente**  L1 - Talking about socialising and family  L2 - Describing appearance  L3 - Talking about social media  L4 - Say what I am doing using the present continuous  L5 - Talking about reading preferences  L6 - Describing personality  L7 - Talking about relationships  L8 - Describing your friends |  |
| **Summer 1 - Mis intereses e influencias**  L1 - Talking about sports  L2 - Opinions on TV programmes and films  L3 - Talking about foreign films  L4 - Talking about what you usually do in your freetime  L5 - Using the imperfect to say what you used to do  L6 - Using the perfect tense to talk about what’s trending  L7 - Write a critic for a TV programme/film  L8 - Talking about who inspires you |  |
| **Summer 2 – De costumbre**  L1 - Talking about illness  L2 - Talking about injuries  L3 - Describing meal times  L4 - Describing my daily routine  L5 - Talking about typical foods  L6 - Talking about festivals  L7 - Describing a special day  L8 - Ordering food in a restaurant  L9 - Issues in a restaurant  L10 - Talking about a music festival |  |

| Y11 | |
| --- | --- |
| **Autumn 1 - El mundo de trabajo**  L1 - Talking about jobs  L2 Talking about job preferences  L3 - Talking about part-time jobs  L4 - Describing my work experiences  L5 - Discussing the importance of language learning  L6 - Talking about gap years  L7 - Buying travel tickets  L8 - Discussing immediate future plans  L9 - Discussing longer term plans  **Autumn 2 - El medio ambiente**  L1 - Describing where you live  L2 Talking about the environment  L3 - Describing my eating habits  L4 - Talking about my diet (healthy v. unhealthy)  L5 - Talking about global issues  L6 - Talking about environmental issues in my city  L7 - Discussing lifestyles  L8 - Talking about international sporting events  L9 - Talking about volunteering  L10 - Talking about natural disasters |  |
| **Spring 1 - Repaso**  Course content completed  Themed revision sessions focussing on speaking, listening, reading and writing revision with a focus on exam skills. |  |