

All Hallows RC High School

Specialising in Business, Enterprise & Sports



SPANISH CURRICULUM OVERVIEW

MRS R MURPHY

September 2022



WE AIM FOR ALL HALLOWS RC
BUSINESS, ENTERPRISE AND SPORTS COLLEGE TO BE A
CATHOLIC SCHOOL
TO WHICH CHILDREN WISH TO COME
TO WHICH PARENTS WISH TO SEND THEIR CHILDREN
AND WHERE TEACHERS
WISH TO TEACH

OUR MISSION IS TO OFFER A
HIGH QUALITY
CATHOLIC EDUCATION
FOR ALL, IN AN ENVIRONMENT WHERE
GOSPEL VALUES ARE CENTRAL
TO TEACHING AND LEARNING
AND IN WHICH THE
UNIQUE VALUE
OF EACH PERSON IS
RECOGNISED AND RESPECTED

Curriculum Intent

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 | |
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| <p>Autumn 1 - Mi vida:</p> <p>LO1: Introduce myself (Greetings, name, age, live)</p> <p>LO2: Use SER to describe what my and others personalities are like</p> <p>LO3: Talk about siblings using TENER</p> <p>LO4: Use numbers 0-31 to state age and birthdays</p> <p>LO5: Describe pets using adjectives</p> | <p>Autumn 1 - Mi vida:</p> <ul style="list-style-type: none"> - 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 - Use possessive 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. |

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| <p>Autumn 2 - Mi tiempo libre:</p> <p>LO1: Give my opinion on free time activities</p> <p>LO2: Describe what I do in my spare time using -AR verbs in the present tense</p> <p>LO3: Describe the weather and talk about activities I do in certain weather using 'Cuando'</p> <p>LO4: Say what sports I do using HACER (to do) and JUGAR (to play)</p> | <p>Autumn 2 - Mi tiempo libre:</p> <ul style="list-style-type: none"> - 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 |
| <p>Spring 1 - Mi instituto:</p> <p>LO1: Say what subjects you study using ar verbs in the I and we form</p> <p>LO2: Give opinions about school subjects using (no) me gusta(n) with el/ la/los/las</p> <p>LO3: Give justified opinions about teachers using porque es/son</p> <p>LO4: Describe my school facilities with the words for 'a', 'some' and 'the'</p> <p>LO5: Describe what you do during break time using -er and -ir verbs</p> | <p>Spring 1 - Mi instituto:</p> <ul style="list-style-type: none"> - 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. |

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| <p>Spring 2 - Mi familia y mis amigos:</p> <p>LO1: Describe my family using possessive adjectives and age</p> <p>LO2: Describe hair and eye colour using SER and TENER</p> <p>LO3: Describe what other people look like using verbs in the third person</p> <p>LO4: Describe where you live using the verb ESTAR</p> | <p>Spring 2 - Mi familia y mis amigos:</p> <ul style="list-style-type: none"> - Use possessive 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. |
| <p>Summer 1 - Mi ciudad:</p> <p>LO1: Describing what there is in my town/village</p> <p>LO2: Asking and telling the time in Spanish</p> <p>LO3: Say what activities you do at a certain time using IR</p> <p>LO4: Order food and drink in a cafe using QUERER</p> <p>LO5: Say what you are going to do this weekend using the near future tense</p> | <p>Summer 1 - Mi ciudad:</p> <ul style="list-style-type: none"> - 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 |

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| <p>Summer 2 - Repaso/La cultura española:</p> <p>LO1: Write a description of an imaginary person based on vocabulary covered in theme of Mi vida (retrieval)</p> <p>LO2: Write a poem about likes and hobbies based on vocabulary covered in the theme of mi tiempo libre (retrieval)</p> <p>LO3: Create a plan for a new school in Guatemala based on vocabulary covered in the theme of mi instituto (retrieval)</p> <p>LO4: Complete an ideal family tree based on vocabulary covered in the theme of mi familia y mis amigos (retrieval)</p> <p>LO5: Write a presentation about your city based on vocabulary covered in the theme of mi ciudad (retrieval)</p> | <p>Project based tasks to allow for a review from Autumn 1 - Summer 1</p> |
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| Year 8 | |
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| <p>Autumn 1 - De vacaciones:</p> <p>LO1: Talk about a past holiday using the preterite of IR</p> <p>LO2: Describe what I did on holiday</p> <p>LO3: Describe the last day of my holiday</p> <p>LO4: Say what my holiday was like</p> | <p>Autumn 1 - De vacaciones:</p> <ul style="list-style-type: none"> - 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. |

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| <p>Autumn 2 - Todo sobre mi vida:</p> <p>LO1: Say what I use my phone for</p> <p>LO2: Give my opinion on types of music</p> <p>LO3: Give my opinion on types of TV programmes</p> <p>LO4: Talk about what I did yesterday</p> | <p>Autumn 2 - Todo sobre mi vida:</p> <ul style="list-style-type: none"> - 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. |
| <p>Spring 1 - A comer:</p> <p>LO1: Use opinions to say what food I like and dislike</p> <p>LO2: Describe mealtimes using negatives</p> <p>LO3: Ordering a meal in a restaurant</p> <p>LO4: Use the near future to prepare a party menu</p> <p>LO5: Describe an event using the past, present and future tenses together</p> | <p>Spring 1 - A comer:</p> <ul style="list-style-type: none"> - Use a 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. |

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| <p>Spring 2 - ¿Qué hacemos?:</p> <p>LO1: Arrange to go out using me gustaria</p> <p>LO2: Making excuses using querer and poder</p> <p>LO3: Discussing getting ready to go out using reflexive verbs</p> <p>LO4: Use the near future to talk about clothing</p> <p>LO5: Talk about sporting events using the past, present and future tenses together</p> | <p>Spring 2 - ¿Qué hacemos?:</p> <ul style="list-style-type: none"> - 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. |
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| <p>Summer 1 - Operación verano:</p> <p>LO1: Describing accommodation</p> <p>LO2: Describe holiday activities</p> <p>LO3: Asking for directions</p> <p>LO4: Talk about summer camps</p> | <p>Summer 1 - Operación verano:</p> <ul style="list-style-type: none"> - 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. |
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| <p>Summer 2 - Repaso/La cultura española:</p> <p>LO1: Create a dice game based on holidays based on vocabulary covered in the theme of Mis vacaciones (retrieval)</p> <p>LO2: Write a profile about a singer based on vocabulary covered in the theme of Todo sobre mi vida (retrieval)</p> <p>LO3: Create a food blog based on vocabulary covered in the theme of ¡A comer! (retrieval)</p> <p>LO4: Complete a problem based role-play based on vocabulary covered in the theme of ¿Qué hacemos? (retrieval)</p> <p>LO5: Create a poster advertising your local area based on vocabulary covered in the theme of Operación verano (retrieval)</p> | <p>Project based tasks to allow for a review from Autumn 1 - Summer 1</p> |
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| Year 9 | |
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| <p>Autumn 1 - Somos así:</p> <p>LO1: Talk about my interests using GUSTAR</p> <p>LO2: Describe my week using regular present tense verbs</p> <p>LO3: Talk about films using IR in the present tense</p> <p>LO4: Talk about future birthday celebrations using the near future</p> | <p>Autumn 1 - Mi instituto:</p> <ul style="list-style-type: none"> - 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. |

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| <p>Autumn 2 - ¡Oriéntate!:</p> <p>LO1: Talk about my personality</p> <p>LO2: Describe what tasks are involved in certain jobs</p> <p>LO3: Talk about what job I would(not) like to do and why</p> <p>LO4: Describe what I did at work yesterday using the preterite</p> <p>LO5: Describe a typical day at a workplace</p> | <p>Autumn 2 - ¡Oriéntate!:</p> <ul style="list-style-type: none"> - 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, identify (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. |
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| <p>Spring 1 - En forma:</p> <p>LO1: Talk about my diet (eating habits)</p> <p>LO2: Discuss food/drink likes and dislikes</p> <p>LO3: Talk about active lifestyles</p> <p>LO4: Describe my daily routine</p> <p>LO5: Talk about getting fit</p> <p>LO6: Talk about ailments</p> | <p>Spring 1 - En forma:</p> <ul style="list-style-type: none"> - 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. |
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| <p>Spring 2 – Jóvenes en acción</p> <p>LO1: Talk about children's lives using poder</p> <p>LO2: Talk about children's rights</p> <p>LO3: Discuss journey's to school</p> <p>LO4: Talk about fair trade</p> <p>LO5: Discuss environmental issues</p> <p>LO6: Talk about how 'green' my school is</p> <p>LO7: Talk about how my city has changed</p> | <p>Spring 2 – Jóvenes en acción</p> <ul style="list-style-type: none"> - 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 debería 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. |
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| <p>Summer 1 - Una aventura en Madrid :</p> <p>LO1: A school exchange trip</p> <p>LO2: Sightseeing in Madrid</p> <p>LO3: Buying souvenirs</p> <p>LO4: Making plans</p> <p>LO5: Saying what you will do tomorrow</p> | <p>Summer 1 - Una aventura en Madrid:</p> <ul style="list-style-type: none"> - 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. |
| <p>Summer 2 - Voces Inocentes/La cultura española:</p> <p>LO1: To identify features in film posters and genres</p> <p>LO2: Understand the context of a film based in El Salvador</p> <p>LO3: Develop understanding of language and listening for gist</p> <p>LO4: Describe scenes in a film you have seen using the preterite tense</p> <p>LO5: Write a film review</p> | <p>Project based tasks to allow for a review from Autumn 1 - Summer 1</p> |

| Year 10 | |
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| <p>Autumn 1 - Mi vida en el insti</p> <p>L01 - Give justified opinions on school subjects</p> <p>L02 - Compare school subjects</p> <p>L03 - Giving opinions about teachers</p> <p>L04 - Describing school uniform</p> <p>Lo5 - Describing school facilities</p> <p>L06 - Talking about my primary school</p> <p>L07 - Discuss school rules</p> <p>L08 - Identifying school problems</p> <p>L09 - Talking about plans for a school exchange</p> <p>L10 - Activities and achievements</p> | |
| <p>Autumn 2 - Mis vacaciones</p> <p>L1 - Discussing holiday activities and the weather</p> <p>L2 - Talking about my holiday preferences</p> <p>L3 - Talking about my last holiday</p> <p>L4 - Talking about a trip to Barcelona</p> <p>L5 - Talking about holiday accommodation</p> <p>L6 - Booking holiday accommodation</p> <p>L7 - Dealing with accommodation problems</p> | |

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| <p>Spring 1 - Mis vacaciones</p> <p>L1 - Talking about places in a town</p> <p>L2 - Describing where I live</p> <p>L3 - Talking about shops</p> <p>L4 - Giving and asking for directions</p> <p>L5 - Talking about what you can do in my local area</p> <p>L6 - At the tourist office</p> <p>L7 - Planning holiday activities</p> <p>L8 - Making plans focusing on the weather</p> <p>L9 - Talking about my city</p> <p>L10 - Talking about how the city has improved</p> <p>L11 - Describing how my city used to be</p> <p>L12 - Identifying necessary changes in my city</p> | |
| <p>Spring 2 - Mi gente</p> <p>L1 - Talking about socialising and family</p> <p>L2 - Describing appearance</p> <p>L3 - Talking about social media</p> <p>L4 - Say what I am doing using the present continuous</p> <p>L5 - Talking about reading preferences</p> <p>L6 - Describing personality</p> <p>L7 - Talking about relationships</p> <p>L8 - Describing your friends</p> | |

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| <p>Summer 1 - Mis intereses e influencias</p> <p>L1 - Talking about sports</p> <p>L2 - Opinions on TV programmes and films</p> <p>L3 - Talking about foreign films</p> <p>L4 - Talking about what you usually do in your freetime</p> <p>L5 - Using the imperfect to say what you used to do</p> <p>L6 - Using the perfect tense to talk about what's trending</p> <p>L7 - Write a critic for a TV programme/film</p> <p>L8 - Talking about who inspires you</p> | |
| <p>Summer 2 – De costumbre</p> <p>L1 - Talking about illness</p> <p>L2 - Talking about injuries</p> <p>L3 - Describing meal times</p> <p>L4 - Describing my daily routine</p> <p>L5 - Talking about typical foods</p> <p>L6 - Talking about festivals</p> <p>L7 - Describing a special day</p> <p>L8 - Ordering food in a restaurant</p> <p>L9 - Issues in a restaurant</p> <p>L10 - Talking about a music festival</p> | |

| Year 11 | |
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| <p>Autumn 1 - El mundo de trabajo</p> <p>L1 - Talking about jobs</p> <p>L2 Talking about job preferences</p> <p>L3 - Talking about part-time jobs</p> <p>L4 - Describing my work experiences</p> <p>L5 - Discussing the importance of language learning</p> <p>L6 - Talking about gap years</p> <p>L7 - Buying travel tickets</p> <p>L8 - Discussing immediate future plans</p> <p>L9 - Discussing longer term plans</p> <p>Autumn 2 - El medio ambiente</p> <p>L1 - Describing where you live</p> <p>L2 Talking about the environment</p> <p>L3 - Describing my eating habits</p> <p>L4 - Talking about my diet (healthy v. unhealthy)</p> <p>L5 - Talking about global issues</p> <p>L6 - Talking about environmental issues in my city</p> <p>L7 - Discussing lifestyles</p> <p>L8 - Talking about international sporting events</p> <p>L9 - Talking about volunteering</p> <p>L10 - Talking about natural disasters</p> | |
| <p>Spring 1 - Repaso</p> <p>Course content completed</p> <p>Themed revision sessions focussing on speaking, listening, reading and writing revision with a focus on exam skills.</p> | |

#TheAllHallowsWay



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