

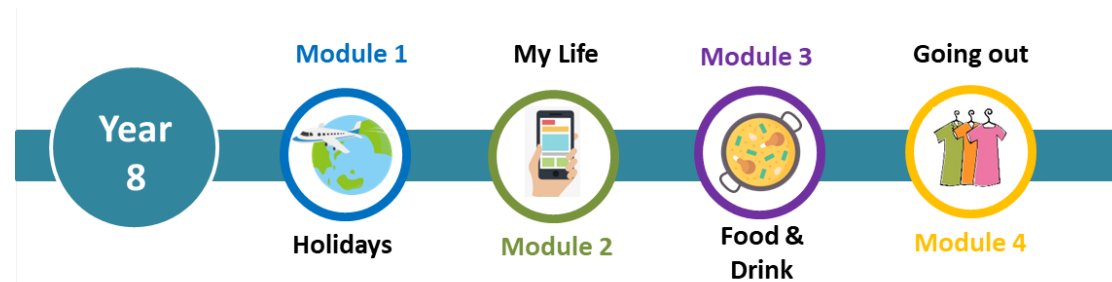
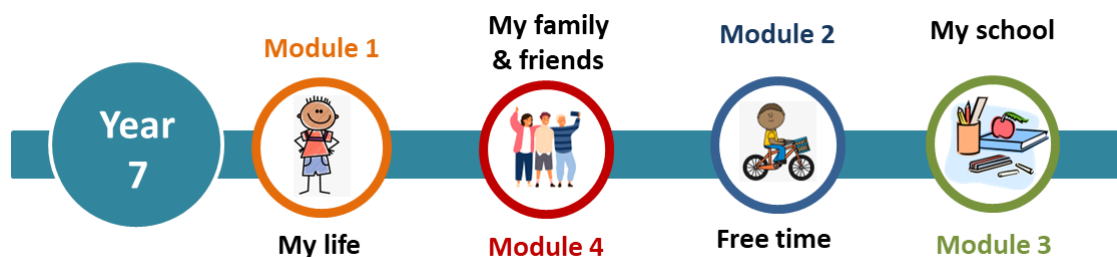
# KS3 Spanish Calendar and Curriculum Overview

## Curriculum Intent:

In line with the National Curriculum, we teach KS3 students at Abbey College to express their ideas and thoughts in Spanish, as well as to understand and respond to Spanish language in speech and writing. We start by embedding the sounds of the Spanish language before teaching students to describe, express opinions and narrate events in a range of verb tenses. By helping students to master the phonics, vocabulary and grammar of Spanish, as well as exploring the culture of Spanish-speaking countries, we aim to develop curious, confident and caring linguists who are prepared for the international world in which they will live and work.

Year 7	
Term	Module
Autumn 1	Module 1 – <i>Mi vida</i>
Autumn 2	Module 1 – <i>Mi vida</i> ; Module 4 – <i>Mi familia y mis amigos</i>
Spring 1	Module 4 – <i>Mi familia y mis amigos</i>
Spring 2	Module 2 – <i>Mi tiempo libre</i>
Summer 1	Module 2 – <i>Mi tiempo libre</i> /Module 3 – <i>Mi insti</i>
Summer 2	Module 3 – <i>Mi insti</i>

Year 8	
Term	Module
Autumn 1	Module 1 – <i>Mis vacaciones</i>
Autumn 2	Module 1 – <i>Mis vacaciones</i> ; Module 2 – <i>Todo sobre mi vida</i>
Spring 1	Module 2 – <i>Todo sobre mi vida</i>
Spring 2	Module 3 – <i>¡A comer!</i>
Summer 1	Module 3 – <i>¡A comer!</i> / Module 4 – <i>¿Qué hacemos?</i>
Summer 2	Module 4 – <i>¿Qué hacemos?</i>



## Year 7 Autumn Half Term 1/2: Module 1 – *Mi vida* (My life)

Knowledge, Skills and Objectives	Links	Pillar	SEND/ More Able	Assessment
<ul style="list-style-type: none"> <li>• Spanish pronunciation and phonic system</li> <li>• Sound/spelling correspondence</li> <li>• Introducing yourself + others: <i>Me llamo; Mi mejor amigo/a se llama</i></li> <li>• Saying how you feel</li> <li>• <i>Me siento/estoy</i> + adjective</li> <li>• Describing your personality</li> <li>• Difference between <i>estoy/soy</i></li> <li>• Soy + adjective</li> <li>• Qualifiers: <i>muy, bastante, un poco</i></li> <li>• Negation</li> <li>• 3<sup>rd</sup> person verb: <i>es</i></li> <li>• Learning and using the Spanish alphabet</li> <li>• Stating your age</li> <li>• Numbers 1-30</li> <li>• <i>Tengo ... años</i></li> <li>• Saying when your birthday is</li> <li>• Months of the year</li> <li>• <i>Mi cumpleaños es el ... de ...</i></li> <li>• Talking about siblings</li> <li>• <i>Tengo un(a) hermano/a</i></li> <li>• Describing other people</li> <li>• Using 3<sup>rd</sup> person verbs: <i>tiene; es</i></li> <li>• Talking about pets</li> <li>• <i>Tengo un gato/perro/caballo</i></li> <li>• Colours in Spanish</li> <li>• Describing pets</li> <li>• Masculine/feminine, singular/plural adjective agreement</li> </ul>	<p><b>SMSC (Spiritual, Moral, Social and Cultural Development):</b></p> <ul style="list-style-type: none"> <li>• Spanish cultural capital (music, geography, trivia)</li> <li>• Spanish cities</li> <li>• Spanish-speaking cultural figures</li> <li>• Gender-neutral pronouns</li> <li>• Differences between Spanish/English alphabet</li> <li>• Linguistic difference (<i>tengo</i> v. <i>l am</i>)</li> <li>• <i>Quinceañera</i></li> <li>• Pet culture in Spain</li> <li>• Linguistic difference (the need to agree adjectives)</li> <li>• <i>El día de los muertos</i></li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Sound/spelling correspondence</li> <li>• Writing short texts in Spanish</li> <li>• Distinguishing between 1<sup>st</sup> and 3<sup>rd</sup> person</li> </ul> <p><b>CEIAG (Careers Education, Information, Advice and Guidance):</b></p> <ul style="list-style-type: none"> <li>• Translator job description</li> </ul>	<p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Pronouncing Spanish words</li> <li>• Saying your name</li> <li>• Listening and sound/spelling correspondence</li> <li>• Extended speech</li> <li>• Oral responses to questions</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing how you feel</li> <li>• Writing extended sentences About personality</li> <li>• Writing a full paragraph in Spanish</li> <li>• Responding to questions in writing</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Thinking about word categories (noun, verb etc.)</li> <li>• Thinking about different verb forms</li> <li>• Strategies for adjectival agreement</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Close reading</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Learning numbers in Spanish</li> </ul>	<p><b>Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Learning mats to break down and chunk tasks</li> <li>• Toolkits to reduce cognitive load</li> <li>• Accessible PowerPoint design</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>• Independent writing</li> <li>• Varying language (<i>estoy/me siento</i>)</li> <li>• Toolkit extension activities and extension challenges embedded in PowerPoints</li> <li>• Complex structures (<i>me gustaría, diría que</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>La Chispa</i> retrieval activity at the beginning of every lesson</li> <li>• Choral repetition</li> <li>• Online homework</li> <li>• Low-stakes quizzing (e.g. mini-whiteboards)</li> <li>• Formative assessment with written feedback</li> <li>• Summative assessment with written feedback</li> </ul>

## Year 8 Autumn Half Term 1/2: Module 1 – *Mis vacaciones* (My holidays)

Knowledge, Skills and Objectives	Links	Pillar	SEND/ More Able	Assessment
<ul style="list-style-type: none"> <li>• Learning about holiday culture in Spain and Latin America</li> <li>• Saying where you went on holiday, with who and how: <i>Fui a..., fui en..., fui con...</i></li> <li>• Understanding and responding to questions</li> <li>• Using past-tense time markers</li> <li>• <i>El verano/mes/año pasado</i></li> <li>• <i>Hace un/mes/año/semana</i></li> <li>• <i>Ir</i> preterite tense paradigm: <i>fui, fuiste, fue, fuimos, fuisteis, fueron</i></li> <li>• Saying where others went</li> <li>• Exclamations (qué + adj)</li> <li>• <i>Ir</i> in a range of verb tenses: <i>fui, iba, iré, voy a ir, iría</i></li> <li>• Saying what you did on holiday</li> <li>• Preterite tense conjugation of regular –ar verbs</li> <li>• Sequencers (e.g. <i>el primer día, por la mañana, luego</i>)</li> <li>• –er and –ir preterite paradigm</li> <li>• Cultural knowledge of Spanish tourism</li> <li>• Expressing past tense opinions and justifications</li> <li>• <i>fue</i> + adjective</li> <li>• <i>me gustó/me encantó/odié/no aguanté porque...</i></li> </ul>	<p><b>SMSC (Spiritual, Moral, Social and Cultural Development):</b></p> <ul style="list-style-type: none"> <li>• Geography and tourism in Spain + Lat. Am.</li> <li>• European landmarks</li> <li>• Comparing Spanish/English holiday preferences</li> <li>• Monuments from the Spanish-speaking world</li> <li>• Cultural significance of paella</li> <li>• Tourist activities throughout Spain</li> <li>• letter-writing conventions in Spanish (<i>un abrazo</i>)</li> <li>• <i>El día de los muertos</i></li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Using 3<sup>rd</sup> person verbs</li> <li>• Using a range of verb tenses</li> <li>• Translating into English</li> <li>• Writing extended texts in Spanish</li> </ul> <p><b>CEIAG (Careers Education, Information, Advice and Guidance):</b></p> <ul style="list-style-type: none"> <li>• Working abroad</li> <li>• Working in tourism</li> </ul>	<p><b>Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speaking using time markers</li> <li>• Listening to and understanding extended texts</li> <li>• Spanish pronunciation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing about holidays</li> <li>• Extending writing using sequencers</li> <li>• Epistolary writing</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Thinking about different prepositions (<i>a, con, en</i>)</li> <li>• Using strategies to choose the correct verb form</li> <li>• Understanding and using time frames</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Inferring the meaning of unfamiliar language</li> <li>• Reading and understanding extended texts</li> </ul>	<p><b>Scaffold:</b></p> <ul style="list-style-type: none"> <li>• Learning mats to break down and chunk tasks</li> <li>• Toolkits to reduce cognitive load</li> <li>• Accessible PowerPoint design</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>• Independent writing</li> <li>• Varying language (<i>estoy/me siento</i>)</li> <li>• Toolkit extension activities and extension challenges embedded in PowerPoints</li> <li>• Working with full verb paradigms</li> </ul>	<ul style="list-style-type: none"> <li>• <i>La Chispa</i> retrieval activity at the beginning of every lesson</li> <li>• Choral repetition</li> <li>• Online homework</li> <li>• Low-stakes quizzing (e.g. mini-whiteboards)</li> <li>• Formative assessment with written feedback</li> <li>• Summative assessment with written feedback</li> </ul>