



Curriculum Map

Subject: Spanish

Year Group: 7

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Themes: Introducing yourself - buenos dias... / me llamo / como estas? Bien... Alphabet and spelling Use soy to say who you are / where you are from / what you are like – personality - ask others what they are like using eres? Adjectives and adjectival agreements Say what languages you speak – languages – verb hablar – present tense Numbers 1-20 – say how old you are - tengo / cuántos años tienes? Luisa tiene...años Say how many brothers and sisters you have using tener / plurals of nouns	Theme: Fun things to do in Mexico – la comida / los monumentos recommending things - definite article + give your opinion Qué rico!.... Numbers 20 40 – say when your birthday is months + dates Use question words Qué /cómo / cuántos / cuándo Say what you like to do for your birthday me gusta + infinitive cantar.... Give opinions of celebration celebrar con mi familia – es divertido (creo que)	Theme: Say what sports you do use – hacer present tense and how often – use frequency adverbs Use jugar – present tense – stem changing verb Talk about your favourite hobby – mi pasión es el baile / soy fanatic/a de Talking about your favourite artist / sportstar and why Mi cantante / deportista / videojuego favorito es... porque Pets - describing pets colours - possessive adjectives	Theme: Describing families – names ages numbers 10 -100 Use tener and ser together Answering questions about yourself, your family and your best friend – forming questions with Cómo Qué Cuánto Cuál Dónde Quién por qué Say what you eat at home and how often and when food / frequency adverbs and time markers The verb comer present tense (regular –er verb) Understanding prices. Role play – ordering food and drink in a café	Theme: School Say where your school is and describe it mixed / girls / boys and teachers there are - how many pupils numbers 100 to 1000 - the verb estar present tense for location Say what subjects you study and when (days of the week) Learn the time to say when lessons take place tengo dibujo a las once Learn the verb escribir (-ir verb in the present tense) Using me gusta (n) + el / la / los / las to say what subjects you like and don't like – give reasons why	Theme: Going on a school trip Revise the verb ir – say how you go to school (not in book) Say where you are going to go on a school trip Say what you are going to do on a school trip to Barcelona. (the near future tense) Use sequencers Project a virtual trip or a Spanish brochure about your school Grammar Near future tense



Curriculum Map

Subject: Spanish

Year Group: 7

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Say what there is in your area hay +nouns singular and plural + indefinite articles + gender / use también Say what your area is like adjectives and adjectival agreements – use intensifiers muy / bastante Use creo que... to say what you think of your local area Describe a photo - person / place /what you think a person is like Grammar Adjectives and adjectival agreements Nouns indefinite article Hay + noun phonics – vowels a,e,i,o,u silent h – hola / hermano / hermana / ca/co/cu ce ci que	Say what you do in your free time – use –ar verbs in the present tense Say where you go at the weekend – ir present tense + por la mañana / tarde / noche + DAYs OF the week Use no and nunca to say what you don't do – using simple negatives Grammar Me gusta / no me gusta + nouns Me gusta / no me gusta + infinitives _ar verbs + ir -ar verbs present tense The verb ir – present tense Contraction a el - al Phonics z Soft c j Recap: rr initial r- r	Describing people hair and eyes – reinforcement of tener present tense - adjectival agreements Grammar Present tense of hacer Present tense of jugar Possessive adjectives Revisit the verb tener Adverbs of frequency Position of adjectives after nouns De + el - del Phonics Hard g	The verb querer - Quiero – present tense conjugation Say what food you like to eat and what is your favourite dish – learn more words for food – learn about food in Spain Project – invent your own tapas menu Grammar Regular -er verbs (present tense, full paradigm) Forming questions Using ser and tener together Using time markers and adverbs of frequency The verb querer in the present tense The stem-changing (boot) verb <i>querer</i> (present tense, full paradigm) Plural adjectival agreement	Say what there is in your school (facilities – using hay Say where facilities are using estar and prepositions Use ser to say what they are like + adjectives Say what you do at school - use plural forms of the verb and asking questions using vosotros - revisit jugar usar hacer comer escribir tocar leer ir ver estudiar (also use negatives no / nunca) - en clase en el recreo después del insti además a veces Grammar The verb <i>estar</i> for location (present tense, full paradigm)	



Curriculum Map

Subject: Spanish

Year Group: 7

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Phonics Hard c Soft c Ch (revisit from term 1) Gue <i>qui</i> + recap of <i>que</i>	Regular -ir verbs (present tense, full paradigm) y changes to e before a word beginning with i- or hi- <i>Me gusta</i> + singular noun; <i>me gustan</i> + plural noun Including the definite article before school subjects, e.g. <i>Me gusta el inglés.</i> <i>es / está / hay</i> Prepositions of place 'we' form of regular and irregular -ar, -er and -ir present tense verbs Asking questions in the 'you' plural form Noun + <i>de</i> + noun, e.g. <i>el / la profe de (español)</i> Phonics	



Curriculum Map

Subject: Spanish

Year Group: 7

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Stress patterns (all three): • with an accent • ending in vowel, <i>n</i> or <i>s</i> • ending in any other letter Phonics sound Cua Cue	
Skills	Matching sounds with written words Taking part in short conversations Recognising nouns, adjectives and verbs in sentences Learning vocabulary Listening for languages; speaking about languages spoken; reading and writing short sentences using <i>hablar</i>	Matching sounds with written words Taking part in short /long conversations Recognising nouns, adjectives	Giving opinions Introducing and reinforcing key vocabulary Recognising cognates	Matching sounds with written words Taking part in short /long conversations Recognising key words	Reading Writing Listening Speaking	Presentation skills Speaking Revision of vocabulary learnt throughout the year
Key questions	¿Cómo eres? ¿Cómo te llamas?	Use question words Qué /cómo	¿Qué haces en tu tiempo libre?	– forming questions with	¿Dónde está tu colegio?	¿Adónde vas a ir ?



Curriculum Map

Subject: Spanish

Year Group: 7

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	¿Dónde vives? ¿Cómo es? ¿Qué tal? ¿Tienes hermanos? ¿De dónde eres?	/ cuántos / cuándo ¿Cuándo es tu cumpleños? ¿Qué te gust hacer para tu cumpleños ?	¿Quién es tu cantante favorito? ¿Cómo es?	Cómo Qué Cuánto Cuál Dónde Quién por qué	¿Qué estudias? ¿Cuál es tu asignatura favorita? ¿A qué hora...?	¿Qué vas a hacer ?
Assessment	Vocabulary and spelling test 1 Vocabulary and spelling test 2 Dictation -phonics and grammar	Vocabulary and spelling test 3 Vocabulary and spelling test 4 Translation to French- grammar Open writing Listening and reading task	Vocabulary and spelling test 1 Vocabulary and spelling test 2 Dictation -phonics and grammar	Vocabulary and spelling test 3 Vocabulary and spelling test 4 Translation to French- grammar Open writing Listening and reading task	End of year exams Translation to French- Open writing Dictation -phonics	Vocabulary test Phonics and grammar Speaking and reading text
Literacy/ Numeracy/ SMSC/ Character	Nouns, verbs and adjectives Maths tasks in Spanish to reinforce numbers Cultural greetings in Spanish Phonics and sound- spelling links – develop accurate pronunciation, decoding and spelling	Nouns, verbs, adjectives Hay/no hay Negation Present tense Dates and time – develop confidence with dates, birthdays, times, timetables and schedules.	Sentence building – develop increasingly accurate sentences using models, substitution tables and sentence starters. Reading strategies – practise skimming, scanning,	Using adverbs to enhance speaking and writing Cultural differences with food in hispanic countries Reading aloud – give opportunities to practise Reading aloud in class	Vocabulary acquisition – build vocabulary through word families, cognates, prefixes/suffixes and regular retrieval. Numeracy Telling the time	Cultural differences of school life in Spain /chile Numeracy: to be able to say times of lessons Discussing positive personality traits Writing accuracy – focus on spelling, accents, agreements, verb endings and basic



Curriculum Map

Subject: Spanish

Year Group: 7

	Autumn 1/Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Numbers and calculations – practise numbers, prices, quantities, fractions, percentages and simple calculations in the target language. .		predicting meaning and using context to understand unfamiliar language. Money and transactions – use prices, currencies, budgets and shopping scenarios to apply numeracy in context Sports and free time- extracurricular activities			grammatical accuracy through proofreading