

Curriculum: Spanish

Year 7 Curriculum

* Please note that the Year 7 curriculum has changed slightly from last year. The topic of Free Time was not covered and so is being covered in Year 8. *

Term 1	Term 2	Term 3
<p>Viva 1 Module 1 Personal information</p> <ul style="list-style-type: none"> Spanish speaking countries Culture/General knowledge Phonics Greetings Giving basic information about yourself including: <p>Name, age, birthday, pets, interests, personality</p> <p>Grammar Phonics and pronunciation Cognates Spanish names Reflexive verbs (llamarse) Verb endings Adjective agreement using "ser" Questions "Tener un/una...." Plurals Pronunciation of "j", "z" "b" and "v" Questions on birthdays and ages Accents – importance and pronunciation (e.g. "años") Written forms of numbers "Tengo..... años" "se llama...../tiene...../es....." Adjective position and agreement Intensifiers (<i>muy, bastante, un poco</i>)</p>	<p>Viva 1 Module 2 Free time</p> <ul style="list-style-type: none"> hobbies at home hobbies away from home weather sport & activities <p>Grammar Use of <i>me gusta/me encanta</i> and infinitive verbs e.g. <i>me gusta chatear porque</i> to explain why</p> <p>Adjectives</p> <p>1st, 2nd, 3rd person singular/plural present tense of –ar verbs</p> <p>Time adverbs</p> <p>1st, 2nd, 3rd person singular/plural present tense of irregular –ar and -er verbs (<i>jugar/hacer</i>)</p>	<p>Viva 1 Module 4 My family and friends</p> <ul style="list-style-type: none"> Family and friends Culture/General knowledge Describing family members Possessive adjectives Describing hair&eyes Adjectives <p>Grammar Question words "hay....." "mi/mis/tu/tus/su/sus/es/son/tiene/ tienen/se llama/se llaman" recap numbers up to 100 vocabulary for family members question words ("¿Cuántos años tiene tu madre?/ ¿Cómo se llama tu padre? " pronunciation (<i>ñ, ll</i>) <i>ser, tener, llevar</i> negative forms adjective agreement and position Question words (¿Cómo?/¿De qué color?) Pronunciation (<i>j</i>) Verbs in the 3rd person Extended writing First person with descriptions Intensifiers <i>Estar</i> Opinion phrases (<i>me gusta/me encanta</i>) -ar verbs Sequence phrases (<i>por la mañana, por la tarde</i>) <i>Infinitives</i> Present tense of –ar, -er and –ir verbs Pronunciation of <i>ce/ce/ci/co/cu</i></p>

<p>Making sentences negative Using “tengo” to describe pets Singular and plural pronunciation of “r” and “rr”</p> <p>Review of connectives, intensifiers and adjectives</p>		
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Year 8 Curriculum

Term 1	Term 2	Term 3
<p>Viva 1 Module 2 Free time</p> <ul style="list-style-type: none"> • hobbies at home • hobbies away from home • weather • sport & activities • future tense <p>Half Term</p> <p>Viva 1 Module 5 Mi ciudad</p> <ul style="list-style-type: none"> • Describing town or village • Telling the time • Ordering in a café • Saying what you are going to do at the weekend • Describing town • Christmas in Spain <p>Viva 1 Module 4</p> <ul style="list-style-type: none"> • Describing house • Saying where you live <p>Grammar Use of <i>me gusta</i>/ <i>me encanta</i> and infinitive verbs e.g. <i>me gusta chatear</i> <i>porque</i> to explain why</p>	<p>Viva 2 Module 2 Everything about my life</p> <ul style="list-style-type: none"> • mobile phone hobbies • music tastes • TV programmes • Describing yesterday • Authentic TV guides • Spanish singer profiles • Preterite tense <p>Grammar present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present tense of stem-changing verbs (revision) <i>Me gusta</i> + the definite article agreement of adjectives comparison of adjectives: <i>más... que...</i> agreement of indefinite article preterite of <i>hacer</i> (full paradigm) using the present and the preterite together Third person singular of present tense and preterite, regular / irregular verbs Practise and consolidate key language from the chapter.</p>	<p>Viva 2 Module 3 Food</p> <ul style="list-style-type: none"> • Food preferences using wider range of opinions • Describing mealtimes • Ordering meals • Party items & gifts • Describing a party • Speaking coping strategies • Hispanic foods • Recipes • Cookery videos <p>Grammar 1st person present tense of <i>desayunar, comer</i> and <i>cenar</i> <i>Me gusta(n)</i> + definite article negatives: <i>no, nunca, no... nada</i> familiar/polite ‘you’: <i>tú / usted / ustedes</i> using the present and the preterite together near future tense (full paradigm) direct object pronouns</p>

<p>Adjectives</p> <p>1st, 2nd, 3rd person singular/plural present tense of –ar verbs</p> <p>Time adverbs</p> <p>1st, 2nd, 3rd person singular/plural present tense of irregular –ar and - er verbs (<i>jugar/hacer</i>)</p> <p>Acrostic poetry</p> <p>verb vivir</p> <p>Using ‘a’, ‘some’ and ‘many’</p> <p>Using the verb ‘ir’</p> <p>Using the verb ‘querer’</p> <p>Using the near future tense</p> <p>Using two tenses together</p>		
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Year 9 Curriculum

Term 1	Term 2	Term 3
<p>Viva 2 Module 1 Holidays</p> <ul style="list-style-type: none"> recap on future tense talking about past holidays saying what you did on holiday describing the last day on holiday <p>Grammar using the preterite of IR using the preterite of regular ar verbs using the preterite of er and ir using the present, preterite and future tenses together</p> <p>using comparatives in more detail using the superlative using the imperative</p>	<p>Viva 3 Module 3 Healthy Living</p> <ul style="list-style-type: none"> daily routine healthy eating sports parts of the body saying what hurts saying what is wrong with you <p>Grammar Dealing with 3 tenses Se debe/ no se debe Direct object pronouns Stem changing verbs Reflexive verbs Definite article Me duele(n) Tengo dolor de Tengo + illnesses (frio/ calor/ tos/ gripe/ dolor/ hambre/ sed)</p>	<p>Culture and media</p> <ul style="list-style-type: none"> Festivals in the Spanish speaking world Las Fallas/ San Fermín/ La Tomatina/ El Día de los Muertos Voces Inocentes – film <p>History and Geography of San Salvador</p> <p>Grammar Questions words to describe festivals Hay Se puede</p>

Year 10 Curriculum

Term 1	Term 2	Term 3
<p>Theme 1 – Identity and Culture</p> <p>Socialising and Family Describing people Making arrangements Using adjectives of nationality Describing childhood Views on marriage and ideal partner</p> <p>ASSESSMENT November and December – Tests</p> <p>Listening – Foundation Past Paper</p> <p>Reading – Foundation Past Paper</p>	<p>Theme 1 – Identity and Culture</p> <p>Technology The advantages and disadvantages of the internet Social media Hobbies and extreme sports</p> <p>Grammar Conditional Tense Tense Comparatives and Superlatives Adjectives ending in <i>-ísimo</i> <i>Acabar de</i> + Infinitive Present tense Suelo + infinitive</p>	<p>Theme 2 – Local, national and global areas of interest</p> <p>Describing features of an area Asking and giving directions in an area Describing a visit to an area Describing types of housing</p> <p>Grammar Using <i>se puede</i> and <i>se pueden</i> Revising Future Tense Exclamations Demonstrative adjectives Using <i>tan</i> and <i>tanto</i> Revising Conditional Tense (<i>se debería</i>) Revising how to use a mix of tenses together Extending answers</p>

<p>Speaking – Reduced Foundation Speaking Test comprising of Photo Card and conversation questions from Year 7 (Key Stage 3) – Present day</p> <p>Writing – Reduced Foundation Writing Test comprised of a photo exercise (4 sentences to describe the photo), 1 45 word question, 1 90 word question and 5 sentences to translate English-Spanish</p> <p>Grammar Present tense verbs Adjectival agreement <i>Para</i> + infinitive verbs Present continuous tense <i>Ser, Estar</i> and <i>Tener</i> Relationship verbs Stem-changing verbs Adjectives of nationality Imperfect Tense Questions Conjunctions Time phrases Imperfect tense conditional</p> <p>Learning in Long-Term memory Regular photo card practice in preparation for both the speaking and writing exams</p>	<p>Learning in Long-Term memory Regular photo card practice in preparation for both the speaking and writing exams</p>	<p>Using the Present</p> <p>Learning in Long-Term memory Regular photo card practice in preparation for both the speaking and writing exams. 6 Roleplay cards will be studied and prepared and students will be tested on one of them during the Summer Speaking Tests</p> <p>ASSESSMENT May/June – Tests</p> <p>Listening – Foundation/Higher Past Paper, depending on ability and score from the previous tests</p> <p>Reading – Foundation /Higher Past Paper, depending on ability and score from the previous tests</p> <p>Speaking – Foundation/Higher Speaking Test comprising of Roleplay, Photo Card and conversation questions from Year 7 (Key Stage 3) –Present day</p> <p>Writing – Foundation/Higher Past Paper.</p> <p>Foundation - Photo exercise (4 sentences to describe the photo), 1 45 word question, 1 90 word question and 5 sentences to translate English-Spanish.</p> <p>Higher – 1 90 word question, 1 160 word question from a choice of 2, paragraph to translate from Spanish-English</p>
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Year 11 Curriculum

Term 1	Term 2	Term 3
<p>Theme 1 – Identity and culture</p> <p>Young people and issues Healthy living Dangers of an unhealthy lifestyle</p> <p>Theme 2 – the environment</p> <p>Discussing the environment Natural Disasters Global issues</p> <p>Grammar Using <i>se puede</i> and <i>se pueden</i> Revising Future Tense Exclamations Demonstrative adjectives Using <i>tan</i> and <i>tanto</i> Revising Conditional Tense (<i>se debería</i>)</p> <p>Theme 3 – Current and Future Study and Employment</p> <p>Opinions on school subjects Describing school facilities Describing subjects and teachers Describing my school and what it was like School Rules and problems School Exchanges Extracurricular Activities and achievements</p> <p>Grammar Adjectives to describe subjects and teachers Negatives Present and Imperfect Tense Comparatives and Superlatives Justifying Opinions Phrases with Infinitives Near-Future Tense Object Pronouns</p>	<p>Theme 3 – Current and Future Study and Employment</p> <p>Discussing jobs and job preferences Earning Money Work Experience Importance of Learning Languages Applying for Summer work Future Plans Gap Years</p> <p>Grammar Masculine/ feminine job titles Trabajar in different tenses Verbs followed by infinitives Adjectives Desde hace Lo bueno/ lo malo Comparatives Superlatives Perfect tense Near future and simple future If clauses</p>	<p>Revision and past papers Viva GCSE Textbook - Ends of all modules for practice in Listening, Speaking, Reading and Writing. Practice Exam Style papers provided by Viva GCSE in line with AQA Exam board</p> <p>GCSE EXAMS</p> <p>Reading – Foundation /Higher Past Paper, depending on ability and score from the previous tests</p> <p>Speaking – Foundation/Higher Speaking Test comprising of Roleplay, Photo Card and conversation questions from Year 7 (Key Stage 3) –Present day</p> <p>Writing – Foundation/Higher Past Paper.</p> <p>Foundation - Photo exercise (4 sentences to describe the photo), 1 45 word question, 1 90 word question and 5 sentences to translate English-Spanish.</p> <p>Higher – 1 90 word question, 1 160 word question from a choice of 2, paragraph to translate from Spanish-English</p>

<p><i>Desde hace</i> + length of time Asking and Answering Questions</p> <p>Learning in Long-Term memory Regular photo card and roleplay card practice in preparation for both the speaking and writing exams</p> <p>ASSESSMENT DECEMBER/JANUARY MOCK EXAMS</p> <p>Listening – Foundation/Higher Past Paper, depending on ability and score from the previous tests</p> <p>Reading – Foundation /Higher Past Paper, depending on ability and score from the previous tests</p> <p>Speaking – Foundation/Higher Speaking Test comprising of Roleplay, Photo Card and conversation questions from Year 7 (Key Stage 3) –Present day</p> <p>Writing – Foundation/Higher Past Paper.</p> <p>Foundation - Photo exercise (4 sentences to describe the photo), 1 45 word question, 1 90 word question and 5 sentences to translate English-Spanish.</p> <p>Higher – 1 90 word question, 1 160 word question from a choice of 2, paragraph to translate from Spanish-English</p>		
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