

Curriculum Map 2021/2022



YEAR 7 SPANISH

Our curriculum is based on three pillars of language learning knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting: phonics, vocabulary and grammar. Within this approach, students develop understanding skills (listening and reading) and productive skills (speaking and writing) through carefully structured and supported resources. Students then progress to build freer production in which they recall and manipulate a wider range of language.

	1A	1B	2A	2B	3A	3B
<p>CONTENT</p> <p><i>Declarative Knowledge</i> <i>'Know What'</i></p>	<p>Grammar:</p> <ul style="list-style-type: none"> Essential verbs ESTAR, SER TENER Indefinite articles, singular and plural nouns Adjectives - gender and agreement -AR verbs in the present (1st, 2nd, 3rd persons singular) <p>Phonics:</p> <ul style="list-style-type: none"> Learn sounds for vowels in Spanish a, e, i, o, u Contrast SSC 'l' and 'll' Learn hard 'ca/co/cu' Learn 'cu' + vowel 'cue/cua/cui' Learn soft 'ce/ci' <p>Vocabulary:</p> <ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronunciation, spelling and using 	<p>Grammar:</p> <ul style="list-style-type: none"> Using 'no' to make a verb negative HAY (vs 'TIENE') son [SER], Singular and plural definite articles - el & la los & las DAR QUERER <p>Phonics:</p> <ul style="list-style-type: none"> Learn SSC 'que' Learn SSC 'qui' Learn hard 'ga/go/gu' Learn soft 'ge/gi' Learn 'j' Contrast SSC 'n' and 'ñ' <p>Vocabulary:</p> <ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Revisiting of verbs, nouns and adjectives in relation to locations and family members. 	<p>Grammar:</p> <ul style="list-style-type: none"> Adjective agreement (-o, -a, number) tenemos, tienen Adjective position WH questions HACER (to do, singular) <p>Phonics:</p> <ul style="list-style-type: none"> Contrast SSC 'v' and 'b' Contrast SSC 'r' and 'rr' Silent 'h' Revisit 'a' and 'o' Revisit 'e' and 'l' Revisit 'u' <p>Vocabulary:</p> <ul style="list-style-type: none"> Deepening vocabulary knowledge through work with a challenging text. Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) Question words 	<p>Grammar:</p> <ul style="list-style-type: none"> -AR verbs (1st person plural, -amos) Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) Modal verb DEBER (must, to have to) + infinitive estamos, están [ESTAR] de + el/la del vs de la somos, son [SER] <p>Phonics:</p> <ul style="list-style-type: none"> Revisit: 'l' vs 'll' hard 'ca/co/cu' 'cu' + vowel 'cue/cua/cui' soft 'ce/ci' <p>Vocabulary:</p> <ul style="list-style-type: none"> Using a range of prototype -AR verbs Developing the verb lexicon (-AR verbs) and modal verbs 	<p>Grammar:</p> <ul style="list-style-type: none"> -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences -ER and -IR verbs (present - 3rd person plural) WH- questions <p>Phonics:</p> <ul style="list-style-type: none"> Revisit: 'z' 'que' and 'qui' ll/l hard 'ga/go/gu' soft 'ge/gi' 'j' <p>Vocabulary:</p> <ul style="list-style-type: none"> Deepening vocabulary knowledge through work with a challenging text. Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) Question words 	<p>Grammar:</p> <ul style="list-style-type: none"> Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals possessive adjectives (mi/mis, tu/tus) IR (to go, going) - voy, vas, va al vs a la - 'to' IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural) <p>Phonics:</p> <ul style="list-style-type: none"> Revisit the contrast 'n' and 'ñ/v' and 'b'/r' and 'rr'/ Silent 'h' <p>Vocabulary:</p> <ul style="list-style-type: none"> Developing a verb lexicon (-ER and -IR verbs). Deepening vocabulary and grammar knowledge through work with a challenging text.

	the word in a sentence.					
Skills <i>Procedural Knowledge</i> <i>'Know How'</i>	<p>Listening - Understanding</p> <ul style="list-style-type: none"> ○ Demonstrate general understanding of spoken language ○ Listen to a variety of forms of spoken language to obtain information and respond appropriately ○ Transcribe words and short sentences that they hear with increasing accuracy <p>Reading - Understanding</p> <ul style="list-style-type: none"> ○ Understand and respond to written language ○ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ○ Understand general and some specific details within texts using high frequency familiar language ○ Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture <p>Speaking - Production</p> <ul style="list-style-type: none"> ○ Communicate in speech to talk about key questions in a short general conversation ○ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ○ Express and develop ideas clearly and with increasing accuracy, both orally and in writing ○ Speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Writing - Production</p> <ul style="list-style-type: none"> ○ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language ○ express and develop ideas clearly and with increasing accuracy, both orally and in writing 					
Key Questions	<ul style="list-style-type: none"> ○ Can you describe places and locations? ○ Can you say what someone is like now? ○ Can you say what someone is like in general? ○ Can you say what people have? ○ Can you say what people do? 	<ul style="list-style-type: none"> ○ Can you say what people do and do not do? ○ Do you know numbers (1 to 12) and talk about more than one thing? ○ Can you say what there is around you and describing it? ○ Can you talk about the location of things? 	<ul style="list-style-type: none"> ○ Can you describe your family? ○ Can you describe some natural wonders of the Spanish-speaking world? ○ Can you ask and answer questions? 	<ul style="list-style-type: none"> ○ Can you talk about what you do with others (rural life)? ○ Can you talk about what people <i>can</i> do? ○ Can you contrast what people <i>must</i>, <i>can</i> and <i>want</i> to do? ○ Can you identify places and locations? ○ Can you say what people are like today vs in general? 	<ul style="list-style-type: none"> ○ Can you describe activities related to travel? ○ Can you describe what people do? ○ Can you describe what people do related to technology? 	<ul style="list-style-type: none"> ○ Can you discuss what people do and do not do? ○ Can you describe people and possessions? ○ Can you describe when and where people go? ○ Can you describe future plans?

		○ Can you describe a place?				
Assessment	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Achievement test including phonics, vocabulary and grammar provided by NCELP. Students complete the test online.	Achievement and application test including phonics, vocabulary and grammar.	Achievement and application test including phonics, vocabulary and grammar.	Achievement and application test provided by NCELP and completed online.