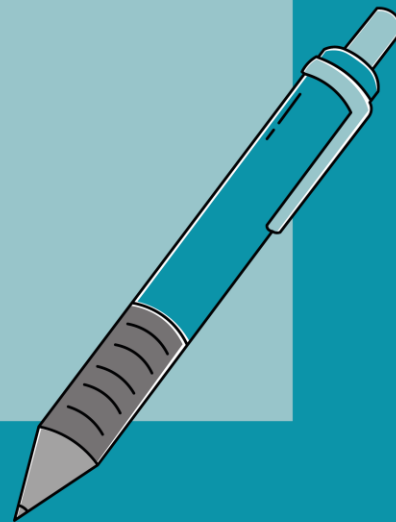


SPANISH CURRICULUM OVERVIEW

KS3 overview



Manchester
Communication
Academy



Year 7	Autumn	Spring
Topic name	Identifying myself and others	Describing people, relationships and hobbies
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense of <i>ser, tener, vivir, estar</i> (Yo) - Adjectival agreement: gender - Using questions words: <i>qué, donde, como</i> 	<ul style="list-style-type: none"> - Present tense of <i>estar, llevarse</i> (yo) - Present tense of <i>tener, ser, (yo and él / ella)</i> - Negative (no + verb) - Adjectival agreement: gender (masculine / feminine)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce short paragraphs using sentence builder vocabulary and applying adjectival agreements in speaking and writing. - ask and answer key questions from the sentence builders. 	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading. - produce short written texts using sentence builder vocabulary and applying adjectival agreement, negative structures, opinion phrases and verb conjugation in speaking and writing. - ask and answer key questions from the sentence builder. - produce language with increasing autonomy.
Assessment/Outcomes	Class feedback on a written piece involving sentence builders 1-3.	Big test of Term 1 Sentence Builder booklet. Class feedback on a written piece involving Term 2 Sentence Builder booklet.
Prior knowledge	Knowledge of linguistic terms from primary school such as noun, verb and adjectives. Ability to form opinion phrases and write in full sentences.	Students will have previous knowledge of linguistic terms including adjectival agreement, verbs in the yo form, and how to use sentence builders.
Future learning	<p>Students will understand the following concepts in more detail to support their learning in French.</p> <ul style="list-style-type: none"> - Adjectival agreement - Verb conjugation - Question formation - How to become autonomous with the sentence builders <p>Next term they will use their knowledge and expand, being able to describe family members and pets. They will also enhance their knowledge of grammar with more focus on <i>tener</i> and <i>ser</i>.</p>	In the last half term, students used the previous knowledge in comparing people's appearances, having an introduction into school vocabulary and describing clothes.

Why is this being studied?	Building on KS2 linguistic knowledge, this half term progresses language learning providing an initial understanding of the foundations of the Spanish language through sentence builders. Promoting oracy and a knowledge of key grammar points. National Curriculum 3 pillars covered: vocabulary, phonics & grammar.	In the last half term, students used the previous knowledge in comparing people's appearances, having an introduction into school vocabulary and describing clothes.
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Year 7	Summer
Topic name	Comparing people, school life and clothes
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense of <i>estar, hacerse, llevar, jugar, salir (yo)</i> - Present tense of <i>ser, tener (yo and él / ella)</i> - Negative (<i>no, nunca</i>) - Adjectival agreement: gender (masculine, feminine, plurals) - Set phrase (<i>hay / hace + weather</i>) - Time phrases (<i>por lo general, siempre</i>)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - recognise sentence builder vocabulary in listening and reading tasks. - produce written texts using sentence builder vocabulary and applying adjectival agreement, negative structures, comparatives and verb conjugations. - ask and answer key questions from the sentence builder. - produce language with increasing spontaneity and autonomy.
Assessment/Outcomes	Big test of all Sentence Builder booklets in Year 7. Class feedback on a written piece involving Term 3 Sentence Builder booklet.
Prior knowledge	Previously students have studied family members, pets and describing animals' appearance and personality, including adjectival agreement, which will support them in this term's learning.
Future learning	In Year 8, they will use their understanding of conjugations of <i>tener</i> and <i>ser</i> to learn about conjugating in the Preterite tense in Spanish. They will also use their knowledge of comparisons and adjectival agreements to compare different sports. They will also revise their knowledge of negatives.
Why is this being studied?	<p>Revision of key language points that students have studied and building on this by using elements (e.g. adjectival agreement) in different contexts, supporting the students in becoming more confident in using these.</p> <p>Student build on their skills of oracy and grammar understanding in preparation for the addition of a new tense (past) in Year 8.</p>

Year 8	Autumn	Spring
Topic name	Hobbies and sports	Holidays
Declarative Knowledge	<ul style="list-style-type: none"> - Present tense (e.g <i>Chatear, Compartir, Descargar, Hablar</i>) I (Yo). - Opinion phrases - <i>Me gusta, me encanta, no me gusta nada, odio</i> - The comparative - <i>Más/ menos + adjective+ que</i> - Conditional Tense: <i>Me gustaría, te gustaría + infinitive</i> e.g <i>¿Te gustaría ir al cine?</i> - Introduction into using Stem changing verbs <i>Querer</i> (to want) and <i>Poder</i> (to be able to) in the first person (Yo). 	<ul style="list-style-type: none"> - Preterite tense of the verb <i>Ir</i> - to go using the I form (Yo) - Preterite tense of regular -ar verbs (<i>Mandar, Sacar, Tomar, Montar</i>) using the I form (Yo) - Preterite tense of -er and -ir verbs (<i>Comer, Escribir, Beber, Conocer</i>) I (Yo) - Preterite of <i>Ser</i> (to be) using the I form (Yo)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - Recognise sentence builder vocabulary in listening and reading. - Produce longer paragraphs increasing autonomy on sentence builder vocabulary. - Apply adjectival agreements in speaking and writing. - Ask and answer key questions from the sentence builders autonomously without depending on sentence builders. - Conjugate verbs in the present tense: I (Yo) - To conjugate verbs in the present tense and applying it in context when producing written work. - To give opinions and justifications about hobbies to say what you like/ dislike to do and why. 	<p>TBAT:</p> <ul style="list-style-type: none"> -Recognise sentence builder vocabulary in listening and reading. - Produce longer paragraphs increasing autonomy on sentence builder vocabulary. - Apply adjectival agreements in speaking and writing. - Ask and answer key questions from the sentence builders autonomously without depending on sentence builders. - Conjugate -ar, -er and -ir verbs in the preterite tense: I (Yo) - To conjugate irregular verbs like 'ser' - To be in the preterite tense. I (Yo) - To understand how to recognise verb ending patterns in the preterite tense to be able to conjugate -ar, -er and -ir verbs in the preterite tense and applying it in context when producing written and oral work.
Assessment/Outcomes	Class feedback on a written piece involving sentence builders 1-3.	Big test of Term 1 Sentence Builder booklet. Class feedback on a written piece involving Term 2 Sentence Builder booklet.
Prior knowledge	Students will have chosen Spanish during transition. In Year 7 they will have developed their language skills of being able to talk about themselves, talking about relationships and other people. They will have also built on the foundations of adjectival agreement and verb conjugation, adding further opinion phrases and being able to include a negative structure.	<p>In term 3 students will move onto the topic of Festivals, they should be able to:</p> <ul style="list-style-type: none"> - Use a wider range of opinions - Use negatives - Use <i>usted / ustedes</i> - Conjugate verbs in the present and perfect tenses (to be included with cultural events) - Use reflexive verbs when expressing how to get ready

<p>Future learning</p>	<p>In Term 2 students will move onto the topic of Holidays, they should be able to:</p> <ul style="list-style-type: none"> - Use the preterite tense of <i>ir</i> - Use the preterite tense of regular -ar verbs - Use the preterite tense of -er and -ir verbs - Use the preterite of <i>ser</i> 	<p>In the last half term, students used the previous knowledge in comparing people's appearances, having an introduction into school vocabulary and describing clothes.</p>
<p>Why is this being studied?</p>	<p>We are using the Conti teaching method with sentence builders to support students to form sentences using a MARS EARS approach. This is to develop the understanding of the foundations of the Spanish language through sentence builders and creating autonomy in TL when producing written and oral work. Promoting oracy and a knowledge of key grammar points. National Curriculum 3 pillars covered: vocabulary, phonics & grammar.</p>	<p>To develop students ability to produce language autonomously through the interleaving of previous knowledge of giving opinions about hobbies and sport and to be able to use the past tense to also express opinions about holidays. Students continue to build on their skills of oracy and grammar understanding in preparation for being able to use both the present and preterite tense simultaneously.</p>

Year 8	Summer
Topic name	Festivals
Declarative Knowledge	<ul style="list-style-type: none"> - Opinion phrases: <i>Me gusta, me gusta mucho, me encanta, no me gusta, no me gusta nada, odio</i> - Negatives - 'No' in front of the verb e.g <i>No me gusta el arroz.</i> - 3rd Person singular and plural <i>usted / ustedes (Desayuna/n, come/n, bebe/n)</i> - Talk about cultural events e.g Tomatina, San Fermin (at the end of the half term) - Reflexive verbs - to talk about how to get ready for a festival (<i>Me levanto, me maquillo, me despierto, me visto</i>) First person (Yo)
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - Recognise sentence builder vocabulary in listening and reading. - Produce longer paragraphs increasing autonomy on sentence builder vocabulary. - Apply adjectival agreements in speaking and writing. - Ask and answer key questions from the sentence builders autonomously without depending on sentence builders. - Conjugate -ar, -er & -ir verbs both in the present and preterite tense: I (Yo) - Being able to recognise verb ending patterns specific to the different subject pronouns and being able to apply it in context when producing written and oral work. - Being able to give a wide range of opinions to express likes and dislikes of Festivals. - This includes understanding how the order of a sentence is formed when using a negative sentence. - Being able to use <i>Usted/ Ustedes</i> (using formal/ polite subject pronouns) - Understanding how to use Reflexive verbs when talking about actions that one does to themselves and applying it to being able to describe how to get ready (for a festival)
Assessment/Outcomes	Big test of all Sentence Builder booklets in Year 8. Class feedback on a written piece involving Term 3 Sentence Builder booklet.
Prior knowledge	<p>In Term 1&2, students will have looked at being able to apply adjectival agreements in speaking and writing. They will have been able to fluently ask and answer key questions from the sentence builders autonomously without depending on SBs. They will have been able to conjugate -ar, -er & -ir verbs in both the present and preterite tense: I (Yo) Understood how to recognise verb ending patterns specific to the different subject pronouns in the present and preterite tense when applying it in context to produce written and oral work. Having learned the basics of recognising verb ending patterns, students will then be able to apply this knowledge to understand how the purpose of a reflexive verb and how it is conjugated. Students will have also learned how to express a range of opinions and will be able to use this to create negative sentences.</p>
Future learning	<p>In Term 1 of Year 9, students will look at the topic of Lifestyle they will revise how to conjugate verbs in the present tense, which will help them learn and understand the different pattern changes when conjugating irregular verbs in the present tense. They will also look at stem-changing verbs in the present tense, which follows the same principles. They will be introduced to a new tense - the near future. Present and preterite verb conjugations learned in year 8 will aid them in being able to conjugate verbs in the near future.</p>

Why is this being studied?	Students continue to build on their skills of oracy and grammar understanding in preparation for being able to use both the present and preterite tense simultaneously. Students are also able to give a wide range of opinions to express their likes and dislikes.
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Year 9	Autumn	Spring
Topic name	My lifestyle	Future projects
Declarative Knowledge	<ul style="list-style-type: none"> - Irregular verbs in the present tense (<i>Ser, Tener, Ir</i>) - Near future (<i>Ir</i> conjugated + <i>a</i> + infinitive) - Direct object pronouns (<i>lo, la, los, las</i>) - Stem-changing verbs in the present tense (<i>Hacer, Jugar</i>) - Regular verbs in the present tense (<i>-ar, -er, -ir</i>) - All of the above tenses for Yo (I). 	<ul style="list-style-type: none"> - The present tense (regular, irregular and stem-changing) - Near future (<i>Ir</i> conjugated + <i>a</i> + infinitive) - Direct object pronouns (<i>lo, la, los, las</i>) - Correct adjectival agreement (gender and number) - <i>Tengo que</i> + infinitive - <i>Me gustaría</i> + infinitive - All of the above tenses for Yo (I).
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - Recognise sentence builder vocabulary in listening and reading. - Produce written texts using sentence builder vocabulary and applying in speaking and writing. - Conjugate regular, irregular and stem-changing verbs. - Conjugate near future tense. - All of the above tenses for Yo (I). 	<p>TBAT:</p> <ul style="list-style-type: none"> - Recognise sentence builder vocabulary in listening and reading. - Produce written texts using present tense conjugation for the appropriate pronouns, applying in speaking and writing and being able to incorporate previous sentence builders. - Conjugate regular, irregular and stem-changing verbs. - Conjugate near future tense. - Apply correct adjectival agreement in speaking and writing. - Use expressions with <i>tengo que</i>. - All of the above tenses for Yo (I).
Assessment/Outcomes	Class feedback on a written piece involving sentence builders 1-3. Big test of Sentence Builders 1-5	Class feedback on a written piece involving sentence builder 6. Big test of Sentence Builders 6-8.
Prior knowledge	<p>Year 8 term 1 covered present tense of key regular verbs, opinion phrases, the comparative, the conditional tense and <i>quiero</i> and <i>puedo</i>.</p> <p>Year 8 term 2 covered preterite tense of key regular (<i>mandar, sacar, tomar, montar, comer, escribir, beber, conocer</i>) and irregular verbs (<i>ir</i> and <i>ser</i>)</p> <p>Year 8 term 3 covered negatives, <i>usted</i> and <i>ustedes</i> and the use of reflexive verbs.</p>	Throughout Year 8 students have learnt present and past tense of key regular, irregular and stem-changing verbs, in addition to the formation of the negative, linguistic knowledge of nouns, connectives, adjectives, adjectival agreement and opinions. In the previous half term, they have revised the Yo formation of Irregular verbs, near future, stem changing verbs in the present tense and regular verbs in the present tense. As well as direct object pronouns.
Future learning	Students will learn in the next unit to talk about their future plans and aspirations	Students will use all their prior knowledge to describe / plan a city trip incorporating cultural aspects of target language country.

Why is this being studied?	To continue to develop students' ability to produce language autonomously through the interleaving of previous knowledge of talking about themes relevant to the students' lives and interests. Student build on their skills of oracy and grammar understanding combining the 3 main tenses (present, past and future); following a Conti teaching style with sentence builders to support students to form sentences using a MARS EARS approach.	To further develop students' ability to produce language autonomously through the interleaving of previous knowledge of talking about themes relevant to the students' lives and interests as well as discussing future matters and broadening their prospects. Student will build on their skills of oracy and grammar understanding combining the 3 main tenses (present, past and future) and consolidating some prior basic grammar that will be needed in the last half term when more complex structures are introduced following a Conti teaching style using a MARS EARS approach.
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Year 9	Summer
Topic name	An adventure in Madrid
Declarative Knowledge	<ul style="list-style-type: none"> -The present tense (regular, irregular and stem-changing) - Near future (<i>ir</i> conjugated + <i>a</i> + infinitive) - Direct object pronouns (<i>lo, la, los, las</i>) - Correct adjectival agreement (gender, number) - <i>Tengo que</i> + infinitive - <i>Me gustaría</i> + infinitive - Superlative (<i>el más, el menos...</i>) - Comparative (<i>más/menos</i> + adjective + <i>que</i>) - Simple future tense (<i>iré, visitaré, compraré...</i>) - All of the above tenses for Yo (I).
Procedural knowledge	<p>TBAT:</p> <ul style="list-style-type: none"> - Recognise sentence builder vocabulary in listening and reading. - Produce written texts using present tense conjugation for the appropriate pronouns, applying in speaking and writing and being able to incorporate previous sentence builders. - Apply correct adjectival agreement in speaking and writing. - Use expressions with <i>tengo</i>. - Use comparative and superlative in writing and speaking and be able to recognise it in listening and reading. - Conjugate regular, irregular and stem-changing verbs. - Conjugate near future. - Conjugate simple future. - All of the above tenses for Yo (I).
Assessment/Outcomes	Class feedback on a written piece involving sentence builder 9. Big test of all Sentence Builder booklets.
Prior knowledge	<p>Previously, students have revised the Yo formation of irregular verbs, near future, stem-changing verbs in the present tense and regular verbs in the present tense. As well as direct object pronouns.</p> <p>In the previous half term, they have covered many aspects from Term 1 and embedded it into different contexts during Term 2. They have also added new structures like <i>Tengo que</i> and <i>me gustaría</i> + infinitive.</p>
Future learning	<p>In Term 2 students will move onto the topic of Holidays, they should be able to:</p> <ul style="list-style-type: none"> - Use the preterite tense of <i>ir</i> - Use the preterite tense of regular -ar verbs - Use the preterite tense of -er and -ir verbs - Use the preterite of <i>ser</i>

Why is this being studied?	To deepen students' knowledge of foreign culture and geography. To continue to master ability to produce language autonomously through the interleaving of previous knowledge of talking about themes relevant to the students' lives and interests. Student will continue to build on their skills of oracy and grammar understanding combining the 3 main tenses (present, past and future) and incorporating some more challenging structures such as comparisons and superlatives to describe their opinions about a new city to be visited following a Conti teaching style.
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