



KS3 – Year 7 - Spanish Long Term Mapping

Subject Intent/ Aims: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Our teaching will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study. It should also increase pupils' cultural capital, promoting knowledge and tolerance of other cultures.

National Curriculum Coverage

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- Use and manipulate a variety of key grammatical structures and patterns
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- Use accurate grammar, spelling and punctuation.
- 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
- Initiate and develop conversations
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- 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
- 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
- Write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

ADVENT- Key Content:

Giving Basic Information - Asking and Answering Questions
 Personality Descriptions
 Brothers and Sisters
 Numbers 1-31 and Dates
 Día de los Muertos
 Describing Pets

LENT- Key Content:

Talking About Free-Time
 Extending Statements with Time References
 Opinions of Free-Time Activities
 Weather
 Sports

PENTECOST- Content:

School Subjects and Opinions
 Description of School
 Break time
 Family
 High Numbers
 Hair and Eyes





<p><u>Key Composite:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy.</p> <p>To understand and apply basic grammatical structures.</p> <p>To improve cultural capital.</p> <p><u>Components Advent 1</u></p> <ol style="list-style-type: none"> 1. <i>Spanish world, Greetings</i> a e l o u 2. Personality Descriptions – ser 3. Brothers & Sisters h 4. Age <p><u>Components Advent 2</u></p> <ol style="list-style-type: none"> 5. Numbers 1-31 & Dates ei ie eu ue 6. Alphabet Pets – <i>Tener</i> Poem j 7. Colours 8. Photo cards 9. <i>Day of the Dead</i> <p><u>Key Components:</u></p> <p>KQ 1 ¿Cómo te llamas? Spanish Speaking World Spanish pronunciation Introducing yourself KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 2 ¿Qué tipo de persona eres? Ser Talking about your personality Using adjectives that end in -o/-a</p>	<p><u>Key Composite:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy.</p> <p>To understand and apply basic grammatical structures.</p> <p>To improve cultural capital.</p> <p><u>Components Lent 1</u></p> <ol style="list-style-type: none"> 1. Hobbies que qui 2. Opinions ci ce ar verbs 3. Weather ll ge gi 4. - hacer/jugar <p><u>Components Lent 2</u></p> <ol style="list-style-type: none"> 5. Sport 6. Subjects <i>Spanish School</i> j ge gi 7. Reading Aloud á é í ó ú 8. <i>Easter</i> <p><u>Key Components:</u></p> <p>KQ 1 ¿Qué te gusta hacer? Saying what you like to do Giving opinions using me gusta +infinitive KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 2 ¿Cantas karaoke? Saying what you do in your spare time Using -ar verbs in the present tense KEY TERMS TEST – Peer assessed/feedback/dirt</p>	<p><u>Key Composite:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy.</p> <p>To understand and apply basic grammatical structures.</p> <p>To improve cultural capital.</p> <p><u>Components Pentecost 1</u></p> <ol style="list-style-type: none"> 1. School Subjects and Opinions <i>Lorca</i> 2. Describing Your School z ce ci 3. Talking about breaktime -er -ir verbs 4. Opinions on school – <i>Spanish schools</i> <p><u>Components Pentecost 2</u></p> <ol style="list-style-type: none"> 5. Family and possessive pronouns 6. High Numbers 7. Hair and Eyes – revision of tener r v 8. <i>Spanish Artists</i> <p><u>Key Components:</u></p> <p>KQ 1 ¿Te gustan las ciencias? Giving opinions about school subjects Using me gusta(n) + el/la/los/las KEY TERMS TEST – Peer assessed/ WC feedback/dirt SPEAKING – PEER ASSESSED/ feedback/dirt</p> <p>KQ 2 ¿Qué hay en tu insti? Describing your school Using the words for 'a', 'some' and 'the' KEY TERMS TEST – Peer assessed/feedback/dirt</p>
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<p>KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ3 ¿Tienes hermanos? Talking about age, brothers and sisters Using the verb tener (to have) KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ 4 ¿Cuándo es tu cumpleaños? Saying when your birthday is Using numbers and the alphabet KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark Dia de los Muertos</p> <p>KQ 5 ¿Tienes mascotas? Talking about your pets Making adjectives agree with nouns KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>DECEMBER – ASSESSMENT 1 – Reading and Listening – teacher assessed/feedback/dirt</p>	<p>WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 3 ¿Qué haces cuando llueve? Talking about the weather Using cuando (when) KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/ feedback/dirt</p> <p>KQ 4 ¿Qué deportes haces? Saying what sports you do Using hacer (to do) and jugar (to play) KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 5 ¿Eres fanático? Reading about different hobbies Understanding more challenging texts KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>MARCH – ASSESSMENT 2 – Reading and Listening – teacher assessed/feedback/dirt</p> <p>KQ 6 ¿Qué estudias? Saying what subjects you study Lorca Using -ar verbs to say what 'we' do KEY TERMS TEST – Peer assessed/feedback/dirt</p> <p>Semana Santa</p>	<p>KQ 3 Durante el recreo Talking about break time Using -er and -ir verbs KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 4 ¿Te gusta tu instituto? Understanding details about schools Using prediction as a listening strategy KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 5 ¿Cuántas personas hay en tu familia? Describing your family Using possessive adjectives KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED</p> <p>KQ 6 ¿De qué color tienes los ojos? Describing your hair and eye colour Using the verbs ser and tener KEY TERMS TEST – Peer assessed/ feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>JULY – ASSESSMENT 3 – Listening and Reading – teacher assessed/feedback/dirt Spanish Artists</p>
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Key Terms and Vocab	Key Terms and Vocab	Key Terms and Vocab	Key Terms and Vocab	Key Terms and Vocab	Key Terms and Vocab
Grammar definite articles (el, la, los, las) verb endings adjectives that end in -o/-a making sentences negative ser (present, singular) tener (present, singular) indefinite articles (un/una)	Grammar adjective forms (masculine and feminine, singular and plural) Key language ¿Cuándo es tu cumpleaños? Mi cumpleaños es el... de... enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre Numbers: dieciséis to treinta y uno ¿Cómo se escribe? Se escribe... The alphabet in Spanish ¿Tienes mascotas? No tengo mascotas. Tengo... un perro, un gato, un conejo un pez, un ratón una serpiente, una cobaya blanco/a amarillo/a negro/a rojo/a verde gris marrón azul rosa naranja	Grammar the infinitive present tense of regular -ar verbs present tense of <i>hacer</i> present tense of <i>jugar</i> Key language ¿Qué te gusta hacer? <i>Me gusta...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada...</i> <i>navegar por Internet</i> <i>chatear</i> <i>escuchar música</i> <i>jugar a los videojuegos</i> <i>mandar SMS</i> <i>ver la televisión</i> <i>leer</i> <i>escribir correos</i> Numbers: <i>salir con mis amigos</i> <i>porque (no) es...</i> <i>interesante</i> <i>guay</i> <i>divertido/a</i> <i>estúpido/a</i> <i>aburrido/a</i> ¿Qué haces en tu tiempo libre? <i>bailo</i> <i>toco la guitarra</i> <i>monto en bici</i> <i>saco fotos</i> <i>hablo con mis amigos</i> <i>canto karaoke</i> <i>todos los días</i> <i>a veces</i> <i>nunca</i> <i>de vez en cuando</i> ¿Qué tiempo hace? <i>hace calor</i> <i>hace frío</i> <i>hace sol</i>	Grammar 'we' form of -ar verbs using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects checking verbs, definite articles and adjectival agreement in sentences giving opinions Key language ¿Qué deportes haces? <i>Hago gimnasia.</i> <i>Hago artes marciales.</i> <i>Hago equitación.</i> <i>Hago atletismo.</i> <i>Hago natación.</i> <i>Juego al fútbol.</i> <i>Juego al tenis.</i> <i>Juego al voleibol.</i> <i>Juego al baloncesto.</i> Days of the week ¿Qué estudias? <i>Estudio...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(el) español</i> <i>(la) religión</i> <i>(la) geografía</i> <i>(la) historia</i> <i>(la) tecnología</i> <i>(la) informática</i> <i>(las) ciencias</i> <i>(las) matemáticas</i> <i>(el) teatro</i> HO KNOWLEDGE Verb conjugations: present tense regular and irregular (AR verbs)	Grammar plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the') present tense of regular <i>-er</i> and <i>-ir</i> verbs Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i> Key language ¿Cuál es tu día favorito? <i>Mi día favorito es el...</i> ¿Te gusta...? ¿Te gustan...? <i>Me gusta(n)...</i> <i>No me gusta(n)...</i> <i>No me gusta(n) nada...</i> <i>Me encanta(n)...</i> <i>porque es...</i> <i>interesante</i> <i>importante</i> <i>aburrido/a</i> <i>divertido/a</i> <i>práctico/a</i> <i>difícil</i> <i>fácil</i> <i>útil</i> <i>el profesor/la profesora es...</i> <i>paciente</i> <i>severo/a</i> <i>raro/a</i> <i>En mi instituto hay...</i> <i>no hay...</i> <i>un campo de fútbol</i> <i>un comedor</i> <i>un gimnasio</i> <i>un patio</i> <i>una clase de informática</i> <i>una piscina</i>	Grammar irregular verbs <i>tener</i> and <i>ser</i> position of adjectives (after the noun) Agreement of adjectives with nouns Key language <i>mi madre</i> <i>mi padre</i> <i>mis padres</i> <i>mi hermano/a</i> <i>mi hermanastro/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>mi bisabuelo/a</i> <i>mi tío/a</i> <i>mis tíos</i> <i>mi primo/a</i> <i>mis primos</i> <i>tiene/tienen... años</i> <i>se llama/se llaman</i> <i>veinte – noventa</i> ¿De qué color tienes los ojos? <i>Tengo los ojos...</i> <i>azules</i> <i>grises</i> <i>marrones</i> <i>verdes</i> <i>Llevo gafas.</i> ¿Cómo tienes el pelo? <i>Tengo el pelo...</i> <i>negro</i> <i>rubio</i> <i>castaño</i> <i>azul</i> <i>liso</i> <i>rizado</i> <i>largo</i> <i>corto</i> <i>Soy pelirrojo/a.</i>





<p>Tengo una hermanastra. Tengo dos hermanos. Tengo dos hermanas. No tengo hermanos. Soy hijo único. Soy hija única.</p> <p><u>HO KNOWLEDGE</u></p> <ul style="list-style-type: none"> Negatives: placing 'no' before a verb. Linking words: y (and), con (with), pero (but), también (also / too / as well), o (or) <p><u>STEM PHRASES:</u></p> <p>Es No es</p> <p>Soy No soy</p> <p>Tengo No tengo</p>	<ul style="list-style-type: none"> Negatives: placing 'no' before a verb. Linking words: y (and), con (with), pero (but), también (also / too / as well), o (or) <p><u>STEM PHRASES:</u></p> <p>Es No es</p> <p>Soy No soy</p> <p>Tengo No tengo</p>	<p><i>hace buen tiempo</i> <i>llueve</i> <i>nieva</i> <i>en primavera</i> <i>en verano</i> <i>en otoño</i> <i>en invierno</i></p> <p><u>HO KNOWLEDGE</u></p> <p>Verb conjugations: present tense regular and irregular (AR verbs) Adjective agreement in justifications</p> <p><u>STEM PHRASES:</u></p> <p>Hago Juego Me gusta + infinitive</p>	<p>Adjective agreement in justifications</p> <p><u>STEM PHRASES:</u></p> <p>Hago Juego Me gusta + infinitive</p>	<p><i>una biblioteca</i> <i>unos laboratorios</i> <i>unas clases</i> <i>moderno/a</i> <i>antiguo/a</i> <i>bonito/a</i> <i>feo/a</i> <i>pequeño/a</i> <i>grande</i> <i>¿Qué haces durante el recreo?</i> <i>Como...</i> <i>algo</i> <i>unas patatas fritas</i> <i>un bocadillo</i> <i>una chocolatina</i> <i>unos caramelos</i> <i>chicle</i> <i>fruta</i> <i>Bebo...</i> <i>algo</i> <i>agua</i> <i>un zumo</i> <i>un refresco</i> <i>leo mis SMS</i> <i>escribo SMS</i> <i>primero</i> <i>luego</i> <i>normalmente</i> <i>a veces</i></p> <p><u>HO KNOWLEDGE</u></p> <p>Verb conjugations: present tense regular and irregular (IR verbs) Time phrases</p> <p><u>STEM PHRASES:</u></p> <p>En mi.....hay En mi.....no hay Como</p>	<p>Soy calvo. (No) Es...</p> <p><u>HO KNOWLEDGE</u></p> <p>Verb conjugations: present tense (tener/ser)</p> <p>Plural adjective agreement</p> <p><u>STEM PHRASES:</u></p> <p>Soy Es</p> <p>Tengo Tiene</p>
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<u>Adapted Curriculum Content</u>	<u>Adapted Curriculum Content</u>	<u>Adapted Curriculum Content</u>
<p>Higher: Full paradigm of tener and ser, full use of adjective agreement including plurals and irregulars. Negatives and linking words.</p> <p>Middle: Singular of tener and ser, use of adjective agreement including plurals and irregulars. Negatives and linking words.</p> <p>Lower: First and third person singular of tener and ser, use of adjective agreement. Negatives and y, pero, también.</p>	<p>Higher: Full paradigm of hacer and jugar, full use of adjective agreement including plurals and irregulars. Negatives and linking words. Opinions – full.</p> <p>Middle: Singular of hacer and jugar, use of adjective agreement including plurals and irregulars. Negatives and linking words. Opinions – full.</p> <p>Lower: First and third person singular of hacer and jugar, use of adjective agreement. Negatives and y, pero, también. Opinions – simple.</p>	<p>Higher: Full paradigm of er/ir verbs, full use of definite and indefinite articles</p> <p>Middle: Singular of er/ir verbs, full use of definite and indefinite articles</p> <p>Lower: First and third person singular of of er/ir verbs, full use of definite and indefinite articles</p>
<u>Adaptive Implementation Strategies</u>	<u>Adaptive Implementation Strategies</u>	<u>Adaptive Implementation Strategies</u>
<p>Adapted powerpoints.</p> <p>Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.</p>	<p>Adapted powerpoints.</p> <p>Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.</p>	<p>Adapted powerpoints.</p> <p>Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.</p>
<u>Composite Skills</u>		



<p>Listening:</p> <ul style="list-style-type: none"> • Listening for basic understanding • Pronunciation 	<p>Speaking:</p> <ul style="list-style-type: none"> • Introduce self • Engage in basic conversation • Pronunciation • Reading aloud 	<p>Reading:</p> <ul style="list-style-type: none"> • Basic comprehension • Understand grammatical constructs <p>Reading Translation: translate ideas into English</p>	<p>Writing:</p> <p>Write basic sentences with connectives, subordinate clauses, opinion and a tense.</p> <p>Writing Translation: translate ideas into Spanish</p>
<p align="center"><u>Final composition/ Deliberate Practice:</u></p> <p align="center">Key term test after every unit</p> <p align="center"><i>20 word writing, Peer assessed Speaking after every 2/3 units</i></p> <p align="center">December Assessment Point 1 – Reading, Listening</p> <p align="center">March Assessment Point 2 – Reading, Listening</p> <p align="center">July Assessment Point 3 – End of Year exam, Reading, Listening</p>			
<p><u>Assessment/s (Formative and Summative):</u></p> <p align="center">RRR</p> <p align="center">AFL Quizzes / 5 en 30</p> <p align="center">Keyword Tests</p> <p align="center">Peer assessed Speaking</p> <p align="center">20 Word Writing</p> <p align="center">Assessment Point 1</p> <p align="center"><u>Intervention Point 1</u></p>	<p><u>Assessment/s (Formative and Summative):</u></p> <p align="center">RRR</p> <p align="center">AFL Quizzes / 5 en 30</p> <p align="center">Keyword Tests</p> <p align="center">Peer assessed Speaking</p> <p align="center">20 Word Writing</p> <p align="center">Assessment Point 2</p> <p align="center"><u>Intervention Point 2</u></p>	<p><u>Assessment/s (Formative and Summative):</u></p> <p align="center">RRR</p> <p align="center">AFL Quizzes / 5 en 30</p> <p align="center">Keyword Tests</p> <p align="center">Peer assessed Speaking</p> <p align="center">20 Word Writing</p> <p align="center">Assessment Point 3</p> <p align="center"><u>Intervention Point 3</u></p>	



<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>
<p>Literacy: Phonics, Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference</p> <p>Poetry</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Geography: Spanish Speaking World</p> <p>History: History of Languages, Latinate routes, history of English</p> <p>RE & History: Day of the Dead</p>	<p>Literacy: Phonics, Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference</p> <p>Descriptions, Opinions</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>PE: Football Teams</p> <p>RE & History: Easter</p>	<p>Literacy: Phonics, Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference</p> <p>Descriptions, Opinions, Tenses</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Geography: Where I live</p> <p>Art: Spanish Artists</p>
<p><u>SMSC/ BV/ RSHE:</u></p> <p>Students are encouraged to have an open mind when approaching differences in both language and culture. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate in Spanish with each other in groups and as a class promoting social development and language skills.</p> <p>SOCIAL: All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. By its very nature, our subject is based on social aspects of communication.</p> <p>MORAL: Clear, high expectations are given every lesson to students so they understand the difference between right and wrong. Cultural tolerance is promoted.</p> <p>SPIRITUAL: All students work is shared with the class group at some point to build confidence and develop group identity. Self-reflection is encouraged when comparing our lives with others from different cultural backgrounds. Excellent progress and effort is celebrated. The Catholic origins of Spanish traditions and festivals are discussed.</p> <p>CULTURAL: Through focused cultural lessons, pupils' cultural and social understanding is developed. We hope to open up the world for our pupils and model tolerance for all.</p> <p>BRITISH VALUES: Through comparison with other cultures, pupils reflect on the values we hold in our country. We promote tolerance and diversity and the freedom to develop and hold different opinions whilst respecting each other.</p>		



St Philip Howard Catholic Voluntary Academy

Department LT Planning 2024



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY