

		Curriculum Content Map Subject:															
		Term 1				Term 2				Term 3							
		September-October		November-December		January-February		March-April		May-June		July					
Cultural Transmission	Language Content (AP1-AP3)	Module 1: Mis Vacaciones (My Holidays)		Module 2: Todo sabe re Vida (Everything about my life)		Gap Filling		Module 3: A Comer (Let's Eat)		Module 4: ¿Qué hacemos? (What Do We Do?)		Module 5: Operación Vesano (Mission: Summer)		Cultural Projects			
	Language Knowledge	Talking about a past holiday. Using the present of "yo". Saying what you did on holiday. Using the present of regular -er verbs. Describing the last day of holiday. Using the present of -er and -ir verbs. Saying what your holiday was like. Using the present of "ser". Giving a presentation about your holiday. Making your sentences interesting.		Saying what you use your phone for. Reviewing the present tense. Saying what type of music you like. Giving a recap of opinions. Talking about TV. Using the comparative. Saying what you did yesterday. Using the present and the preterite. Understanding a TV guide. Talking about your holiday. Making your sentences interesting.		Students will complete personalized learning activities which tackle the assessment objective skills that they need to have to make improvements to their November assessments.		Saying what food you like. Using a wider range of opinions. Describing mealtimes. Using negatives. Ordering a meal. Using "canser" and "canser". Discussing what to buy for a party. Using the near future. Giving an account of a party. Using three tenses together. Using coping strategies when speaking.		Arranging to go out. Using "the gustar". Making excuses. Using "querer" and "soler". Choosing getting ready to go out. Using reflexive verbs. Talking about clothes. Saying "no" and "thank". Talking about sporting events. Using three tenses. Describing a family drink. Using a dictionary.		Describing a holiday home. Discussing more about the comparative. Describing holiday activities. Using the superlative. Asking for directions. Using the imperative. Talking "the summer camps. Learning more about using three tenses. Describing a world trip. Using "tú" and "usted".		Improving the cultural transmission about Spanish language and the Spanish and American cultures.			
	Language Use	The Wharf!		The Wharf!		The Wharf!		The Wharf!		The Wharf!		The Wharf!		The Wharf!			
	Language Understanding	Developing vocabulary about holidays, location, summer activities, weather and options about the past. Pronouncing different vowels separately. Using adjectives in exclamations. Practice of regular -ar, -er and -ir verbs. Using sequencers. Practice of irregular verbs like "ser" and "ir". Pronunciation of "y" and "ll".		Developing vocabulary about activities that we do every day, music and TV programmes. Present tense of regular -ar, -er and -ir verbs. Present tense of stem-changing verbs. Using the "you" form in questions. Present tense of "preferir". Using the correct article. Using the present and the preterite together. Time markers.		Students will complete gap fill through personalized learning activities following AP1. Finding the end of the verb "ser". Students will need to do exercises, choosing the use of the verbs in order. Students will revise the present tense on the topic "Que te gusta comer?".		Developing vocabulary about food, mealtimes, restaurants and plans in the future, such as parties. Pronunciation of "h" looking for cognates and near-cognates. Using different types of negatives. Using the present and the preterite together. Pronunciation of "d" between vowels, introducing the near future tense. Using three tenses together in writing activities.		Developing vocabulary about free time activities, plans to town, excursions, holidays, clothes and colours. Using the conditional "me gustaría". Pronunciation of "y" before "e" and "er" and "ser" and "querer". Reflexive verbs. Frequency expressions. Sequencers. Adjective agreement. Demonstrative adjectives. Pronunciation of "z" and "c".		Developing vocabulary about physical adjectives, professions, house rooms and spaces, towns, cities and directions. Differences between "ser" and "estar" including time aspect, comparatives. Imperative verbs. Superlatives and imperatives. Pronunciation of "y" and "ll".		Participating in whole class projects about the Spanish Language in a variety of forms.			
	Language Application	Developing speaking skills. Using connectives and time expressions. Giving opinions and reasons. Using exclamation. Preparing reviewing a presentation. Grammar activities to practice using two tenses together. Creative writing to express ideas. Reading comprehension. Conversation. Translation into English.		Developing reading skills. Using layout and pictures to identify content. Looking for cognates and near cognates. Speaking activities to check accurate pronunciation and intonation. Conversation using modes of address. Creative writing to express ideas and opinions. Transcription.		Students will complete personalized learning activities which tackle the skills that they need to have to make improvements in their November assessments.		Listening activities to understand opinions and discussions. Reading activities to practice with different register grammatical structures. Speaking activities to practice pronunciation and conversational skills. Writing activities to use three tenses together.		Grammatical activities to learn new structures. Listening activities to pick up accurate pronunciation and intonation. Translation into English and Spanish. Conversation. Creative writing to express new ideas. Reading comprehension to understand new sequencers and new forms.		Developing listening skills to tackle more challenging listening passages. Listening for new expressions, verb tenses and parts of view. Grammatical activities to practice comparatives, Transcription. Conversation. Translation into Spanish. Reading comprehension. Speaking activities to speak coherently and confidently. Writing activities to work with three tenses together.		Films. Project Writing. Journalism. Contemporary. Team Activities.			
Language Assessment	AP1		AP2		AP3		AP3		AP3		AP3		AP3				
Personal Empowerment	Year 7	Friendliness & Coziness		Justice & Truthfulness		Courage		Good Speech		Good Temper & Humour		Self-Mastery		Self-Mastery			
	Links to Values	Students must show each other respect and in doing so display friendliness and coziness as they learn about holidays that they have all had.		Students will get to see the justice for lack thereof associated with some people being able to have holidays abroad, and others not.		Students will have to be courageous as they have honest assessments of their own lives (e.g. hobbies, interests, habits).		Students will look at how people are generous with the use of their free time and how people use their free time for good (reap of y7 in slightly different context).		Students encouraged to be grateful for the food they have, particularly where this is lacking in many parts of the world.		Students get the chance to politely order food in a restaurant in the Spanish-speaking world.		Students consider the value of humour as part of making part in a range of activities, including the value of self-deprecating humour.		Students prepare for the end of year exam by displaying self-mastery as they review the content from the course.	
	Skills	The opportunity to reflect, think deeply and creatively about an issue.		Students will get to see the justice for lack thereof associated with some people being able to have holidays abroad, and others not.		Students will have to be courageous as they have honest assessments of their own lives (e.g. hobbies, interests, habits).		Students will look at how people are generous with the use of their free time and how people use their free time for good (reap of y7 in slightly different context).		Students encouraged to be grateful for the food they have, particularly where this is lacking in many parts of the world.		Students get the chance to politely order food in a restaurant in the Spanish-speaking world.		Students consider the value of humour as part of making part in a range of activities, including the value of self-deprecating humour.		Students prepare for the end of year exam by displaying self-mastery as they review the content from the course.	
	Through activities	As students learn about themselves and each other, they must listen to the descriptions of how the holidays have been spent.		Students get the chance to look at personal responsibility and leadership associated with choices not to fly and the impact of flying on climate change.		The comparative constructions (más que) and minus que) require problem solving to be able to be manipulated.		Students will be able to explore, through their own creativity, the different activities they can do in their free time (reap of y7 in slightly different context).		Students will be expected to stay positive in about their own routines and how routines can help people with positive mental health.		Students to practice conversation in a restaurant.		Students consider staying positive and talk about their own routines and how routines can help people with positive mental health.		Students begin to focus on writing targets for their end of year assessments. Their conceptual attention will be focused on aiming high.	
Preparation for Citizenship	Skills & Values which relate to the course	Students will be tolerant with each other.		Students will show democracy while working together.		Students will experience the role of law while looking at different structures.		Students will see how individual liberty is applied in different countries.		Students will show mutual respect while being positive.		Students will be tolerant with each other.		Students will show democracy while working together.			
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