

SPANISH YEAR 7	<b>CURRICULUM INTENT:</b> The Castle Donington College Modern Foreign Languages Department aims for its students: ✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages. ✓ To provide an opening to other cultures, liberating insularity. ✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts. ✓ To provide all students with the opportunity to learn a language. ✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue. ✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements. ✓ To develop automaticity of key grammar and syntax in order to use language across topics. ✓ To develop fluency, providing many speaking opportunities, including those of a practical sense. ✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond		
UNIT	UNIT 1	UNIT 2	UNIT 3
KNOWLEDGE (KEY CONCEPTS)	INTRODUCTION TO THE SPANISH-SPEAKING WORLD; GREETING PEOPLE AND INTRODUCING YOURSELF; NUMBERS 1-31; DAYS, MONTHS, SEASONS, BIRTHDAY; COLOURS; CLASSROOM LANGUAGE AND CLASSROOM ITEMS	FAMILY MEMBERS, PETS; DESCRIBING HAIR & EYES AS WELL AS OTHER FACIAL FEATURES; PERSONALITY TRAITS	<b>DESCRIBING HOBBIES AND ACTIVITIES; DESCRIBING SPORTS WITH EXTENDED OPINIONS; DISCUSS WEATHER AND ACTIVITIES TO DO IN VARIOUS WEATHERS; USE OF EXTENDED SENTENCES TO DESCRIBE FAMOUS SPANISH-SPEAKING PEOPLE</b>
GRAMMAR AND UNDERSTANDING	INTRODUCTION TO PHONICS, GETTING TO GRIPS WITH SYNTAX STRUCTURE, PRESENT TENSE 1 <sup>ST</sup> PERSON VERB ENDINGS; ARTICLES; OPINIONS WITH IMPERSONAL VERBS; QUESTION WORDS IN SPANISH	POSSESSIVE ADJECTIVES (MI/S, SU/S); ADJECTIVAL AGREEMENTS; <b>REVISION OF TENER IN PRESENT TENSE</b> ; INTRODUCTION OF SER IN <b>PRESENT TENSE</b> ; INTRODUCTION OF HAY; ADVERBS OF FREQUENCY AND WORD ORDER; CONNECTIVES	<b>REVISION OF IMPERSONAL VERBS TO GIVE OPINIONS; JUGAR AND HACER IN THE PRESENT TENSE; CUANDO, SI, HACE, RECAP OF HAY;</b>
END POINTS	<ul style="list-style-type: none"> <li>I can match up dates in English to Spanish birthdays</li> <li>I can recognise pencil case items and their relevant colours</li> <li>I can read a passage in Spanish and answer questions in English</li> <li>I can complete sentences in Spanish using grammar skills</li> <li>I can translate a passage from Spanish to English</li> <li>I can introduce and talk about myself as well as classroom items.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen out for numbers up to 100</li> <li>I can listen out for ages in a family</li> <li>I can listen and work out how various people are related</li> <li>I can listen and answer questions in English</li> <li>I can listen and write what I hear in Spanish</li> <li>I can write four sentences based on a photo card</li> <li>I can translate five sentences from English to Spanish</li> <li>I can write forty words based on personality, descriptions, family and animals</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions in English about activities and sports</li> <li>I can find activities and weather in a text</li> <li>I can understand questions in Spanish and answer them properly</li> <li>I can translate a paragraph into English</li> </ul>
ASSESSMENT	READING - ANSWERING QUESTIONS IN ENGLISH; USING GRAMMAR TO COMPLETE PHRASES IN SPANISH AND TRANSLATION SPANISH TO ENGLISH	LISTENING - ANSWERING QUESTIONS IN ENGLISH; COMPLETE A DICTATION IN SPANISH	PUPILS START THE PARTS IN RED BUT ARE NOT EXAMINED UNTIL THE FOLLOWING ROTATION. THIS WILL MAKE UP ASSESSMENT 1 OF YEAR 8
	SPEAKING - GENERAL CONVERSATION	WRITING - PHOTO CARD, TRANSLATIONS, 40 WORD EXTENDED PIECE.	

SPANISH YEAR 8	<p><b>CURRICULUM INTENT:</b>  The Castle Donington College Modern Foreign Languages Department aims for its students:</p> <ul style="list-style-type: none"> <li>✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages.</li> <li>✓ To provide an opening to other cultures, liberating insularity.</li> <li>✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts.</li> <li>✓ To provide all students with the opportunity to learn a language.</li> <li>✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue.</li> <li>✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements.</li> <li>✓ To develop automaticity of key grammar and syntax in order to use language across topics.</li> <li>✓ To develop fluency, providing many speaking opportunities, including those of a practical sense.</li> <li>✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond</li> </ul>		
UNIT	UNIT 1	UNIT 2	UNIT 3
KNOWLEDGE (KEY CONCEPTS)	<p><b>DESCRIBING HOBBIES AND ACTIVITIES;</b>  <b>DESCRIBING SPORTS WITH EXTENDED OPINIONS;</b> DISCUSS WEATHER AND ACTIVITIES TO DO IN VARIOUS WEATHERS; USE OF EXTENDED SENTENCES TO DESCRIBE FAMOUS SPANISH-SPEAKING PEOPLE</p>	<p>DESCRIBING THE AREA WE LIVE, LOCATIONS, TYPES OF HOUSES, ROOMS IN HOUSE, DESCRIBING BEDROOM INCLUDING FURNITURE WITH PREPOSITIONS, DESCRIBING IDEAL HOME, HOUSEHOLD CHORES AND FREQUENCIES</p>	<p>TALKING ABOUT PLACES IN TOWN; DESCRIBING WHERE YOU GO IN TOWN; GIVING AND UNDERSTANDING DIRECTIONS; DISCUSSING PLANS FOR THE WEEKEND; COMPARING RURAL AND URBAN ENVIRONMENTS; DESCRIBING HOW AREAS HAVE CHANGED OVER TIME.</p>
GRAMMAR AND UNDERSTANDING	<p><b>REVISION OF IMPERSONAL VERBS TO GIVE OPINIONS;</b> JUGAR AND HACER IN THE PRESENT TENSE; <b>CUANDO, SI, HACE, RECAP OF HAY;</b></p>	<p><u>SER+ESTAR</u> WITH LOCATIONS, VIVIR IN PRESENT TENSE, <u>ADJECTIVAL ENDINGS;</u> <u>RECAP OF ARTICLES;</u> PREPOSITIONS OF PLACE; <u>PRESENT TENSE OF HACER,</u> MODAL VERBS IN THE PRESENT TENSE + INF; <u>ADVERBS OF FREQUENCY;</u> INTRODUCTION OF CONDITIONAL TENSE TO DESCRIBE IDEAL HOUSE AND HOME.</p>	<p><b>HAY WITH ARTICLES AND NOUNS;</b> IR IN THE PRESENT TENSE + PARA +INF; IMPERATIVE FORMS; ORDINAL NUMBERS; FORMATION OF NEAR FUTURE; USING COMPARATIVES; INTRO TO THE IMPERFECT TENSE</p>
END POINTS	<ul style="list-style-type: none"> <li>• I can answer questions in English about activities and sports</li> <li>• I can find activities and weather in a text</li> <li>• I can understand questions in Spanish and answer them properly</li> <li>• I can translate a paragraph into English</li> </ul>	<ul style="list-style-type: none"> <li>• I can match up days of the week to the relevant household chores in a listening task</li> <li>• I can listen out for different locations and homes</li> <li>• I can use my phonics to fill in gaps from a listening clip</li> <li>• I can listen and write what I hear in Spanish</li> <li>• I can answer questions about house and home in a speaking photo card</li> </ul>	<ul style="list-style-type: none"> <li>• I can write four sentences based on a photo</li> <li>• I can translate five sentences from English to Spanish</li> <li>• I can write forty words about where I live and my local area</li> </ul>
ASSESSMENT	READING - ANSWERING QUESTIONS IN ENGLISH AND TRANSLATION SPANISH TO ENGLISH	LISTENING - ANSWERING QUESTIONS IN ENGLISH; COMPLETE A DICTATION IN SPANISH	WRITING - PHOTO CARD, TRANSLATIONS, 40 WORD EXTENDED PIECE.
		SPEAKING - PHOTO CARD	

SPANISH YEAR 9	<p><b>CURRICULUM INTENT:</b>          The Castle Donington College Modern Foreign Languages Department aims for its students:</p> <ul style="list-style-type: none"> <li>✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages.</li> <li>✓ To provide an opening to other cultures, liberating insularity.</li> <li>✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts.</li> <li>✓ To provide all students with the opportunity to learn a language.</li> <li>✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue.</li> <li>✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements.</li> <li>✓ To develop automaticity of key grammar and syntax in order to use language across topics.</li> <li>✓ To develop fluency, providing many speaking opportunities, including those of a practical sense.</li> <li>✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond</li> </ul>	
UNIT	UNIT 1 (FREE-TIME ACTIVITIES PART 1- FOOD AND EATING OUT)	UNIT 2 (MY STUDIES & LIFE AT SCHOOL)
KNOWLEDGE (KEY CONCEPTS)	DESCRIPTIONS OF FOOD AND DRINK PREFERENCES, SPANISH EATING CUSTOMS, ORDERING IN A RESTAURANT, TIMES, FOOD AROUND THE WORLD.	DESCRIBING SCHOOL SUBJECTS, OPINIONS, TIME, BUILDINGS, DESCRIPTIONS OF TEACHERS, DIFFERENCES BETWEEN SPANISH AND ENGLISH EDUCATION SYSTEMS, SCHOOL RULES, COMPULSORY VS. OPTIONAL SUBJECTS, EXTRA-CURRICULAR ACTIVITIES, IDEAL SCHOOL, PRIMARY SCHOOL
GRAMMAR AND UNDERSTANDING	<u>REVISION OF IMPERSONAL OPINIONS (+ INF); COMER, BEBER &amp; TOMAR IN PRESENT TENSE;</u> NEAR FUTURE OF COMER, BEBER, TOMAR; PREPOSITIONS WITH TIME AND WITH PLACES; QUANTITIES INCLUDING POCO AND MUCHO; DEMONSTRATIVE <u>ADJECTIVES;</u> COMPARATIVE AND SUPERLATIVE <u>ADJECTIVES;</u> <u>MODALS;</u> <u>CONDITIONAL;</u> QUESTION WORDS; NEGATIVES.	<u>REVISION OF IMPERSONAL OPINIONS (+INF); PRESENT TENSE OF ESTUDIAR;</u> PREPOSITIONS WITH TIME AND SCHOOL BUILDINGS; <u>REVISION OF QUANTITIES;</u> LLEVAR IN <u>PRESENT TENSE;</u> <u>REVISION OF POSSESSIVE ADJECTIVES;</u> <u>MODALS +INF;</u> INTRO OF PERFECT TENSE; <u>RECAP ON CONDITIONAL;</u> IMPERFECT TENSE TO DESCRIBE PRIMARY SCHOOL
END POINTS	<ul style="list-style-type: none"> <li>• I can read and answer questions about food and eating out in English</li> <li>• I can complete sentences in Spanish using grammar skills</li> <li>• I can translate a paragraph about food and eating out from Spanish to English</li> <li>• I can do a role-play based on this unit</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and answer questions in English about my studies and life at school</li> <li>• I can write four sentences about a photo card</li> <li>• I can write 40 words about my studies and life at school</li> <li>• I can translate five sentences from English to Spanish about my studies and life at school</li> <li>• I can write 90 words about my studies and life at school</li> <li>• I can write 150 words about my studies and life at school</li> <li>• I can translate a paragraph from English to Spanish about my studies and life at school</li> </ul>
ASSESSMENT	READING - ANSWERING QUESTIONS IN ENGLISH; ; USING GRAMMAR TO COMPLETE PHRASES IN SPANISH AND TRANSLATION FROM SPANISH TO ENGLISH	LISTENING - ANSWERING QUESTIONS IN ENGLISH; ANSWERING QUESTIONS IN SPANISH AND COMPLETE A DICTATION IN SPANISH
	SPEAKING - ROLE PLAY	WRITING - PHOTO CARD, TRANSLATIONS, 40 WORD EXTENDED PIECE. <b>+90 WORDS &amp; 150 WORDS (HIGHER)</b>