**SPANISH Curriculum**

**ML Essential skills**

Essential knowledge and skills in ML to be used in S1 to S6 curriculum.

Progress in language learning is simply not possible without an understanding of how a language “works”: i.e. the structures, the lexis and the sound system. This knowledge allows the learner to self-correct and to manipulate the language for her/himself. Moreover, it improves literacy skills in the mother-tongue. Without this, learners will never be able to move beyond the simple repetition of set phrases. It is essential that all learners develop an increasing awareness of the key components to successful competence in language learning.

These include:

* Grammatical structures
* The sound system/phonetics
* Development of the four skills: reading, writing, talking and listening
* Development of transferable skills which underpin successful communication: paraphrasing, autonomous use of dictionaries, problem-solving, confidence building, coping strategies
* Intercultural awareness

This is reinforced in the Modern Languages Principles and Practice Paper (LTS, 2009), which highlights the importance of developing in learners of all ages:

* Awareness of the skills required to be an effective learner of languages
* Awareness of social, cultural and geographical aspects of the countries where a particular language is spoken
* Knowledge about the language structure that allows the learner to check the accuracy of her/his language use and to create new language
* The ability to communicate in relevant and realistic contexts

**S3 Spanish programme of work**

**MIRA2**

**SOCIETY**

**(from June to October)**

1. Family and Friends
	* General introduction Mira 2 module 1 - LA GENTE
	* Mis amigos
	* Las estrellas
	* Mi rutina diaria + **clothes** topic added
	* Tu nationalidad
* **OYE**: year 7 Physical description

 year 8 Yourself and others

 year 8 Housework

* **Boardworks**: year 7 – unidad 2 – la familia – Parts 1 + 2+ 3 + 4

**Grammar**: Present tense (regular and common irregular)

 Reflexive verbs

 Adjectives

 Negatives

* **Assessments**

**Aifl** – Writing and Speaking Poster ( describing a Spanish celebrity)

**Speaking/Listening** – Questions + answers on (Mi familia)

**Group reading** – European day and/or mystery solving

 **(from October to March)**

 b)  **Lifestyle**

General revision with:

* Mira 2 – **Health** - **Free time :**

 – Vamos a salir…- **module 2**

 - Holiday – Mis vacaciones – **module 3**

 - De moda **- module 5** -

* Mira 2- **Health - Food topic**

 – la comida – module

* **Oye**: year 7 Food and drink

 Year 8 – Free time

* + - 1. Food and shops

 Year 9 – Healthy living

* + - 1. Film and cinema
			2. Holiday past and present
			3. Describing an event in the past
* **Boardwork**: year 8 – unidad 8 – la comida - parts 1, 2, 3 + 4

 year 8 – la salud – unidad 9 – parts 1, 2, 3 + 4

 year 8 – las diversiones – unidad 12 – parts 1, 2, 3 + 4

* **Grammar**: Future and conditional tenses

 Preterite and imperfect tenses

 Possessives

 Demonstratives

**Assessments:**

* Reading + listening
* Speaking / Writing on holidays.
* AIFL – Reading group work – Research – Latino America (see booklet) then Speaking – Group presentation
* AIFL – Group work – Culture – El Dia de los Muertos

**(From April to May)**

Easter in Spain – Cluedo game

c) **Citizenship**

Roles and responsibilities, being a global citizen.

* Mira 2 – **la cuidad** - **module 6**
* Comparing town and the country
* Talking about the environment – are the pupils being environmentally friendly at home + what should they do
* **Oye** : year 7 – House and town

 year 8 – Directions

* + - 1. Describing towns

 Year 9 – Shops

* + - 1. Places of interest
* **Boardwork** – year 9 – El turismo – unidad 11 – parts 1, 2, 3 + 4
* **Grammar**: combining past, present and future tenses