Croxley Danes School : Key Stage 3 Curriculum Map

Subject: Spanish

Key Concepts

Listening	Speaking	Reading	Writing	Translation	Dictation
Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns of sounds of language through songs and rhyme. Be able to link the sound and meaning of words.	Be able to join in and respond with confidence developing accurate pronunciation and intonation. Be able to ask and answer questions, express opinions and seek clarification and help. To speak in sentences using familiar vocabulary.	Be able to link sound, spelling and meaning of words. Be able to read carefully and show understanding of words, phrases and simple writing.	Write phrases from memory and use the knowledge of the structures learnt to create new sentences to express ideas clearly. To describe people, places and things and actions in writing.	Be able to integrate listening, writing and grammar awareness by recognising sounds and patterns in order to decode the language structure.	Be able to integrate listening, writing and grammar awareness by recognising sounds to symbol correspondence and phonic patterns in order to decode the language structure.

What is the Croxley vision for this subject at KS3

Our vision is to create self-efficacy in the classroom and motivate long life learners of MFL.

- Pupils will learn key skills necessary to facilitate their long-term language learning such as how to build up their knowledge of vocabulary and develop their knowledge of grammatical concepts.
- Students will focus on the four key skills of listening, speaking, reading and writing in Spanish.
- Present, past preterite, and future tense in Spanish
- How to give and justify a range of opinions on a variety of topics in Spanish throughout the year.
- Interaction with Spanish culture and life in other Spanish speaking countries in the world.
- Enhance transferable skills such as listening for detail, oracy and resilience

Links to Key Stage 2 National Curriculum:

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns of sounds of language through songs and rhymes . Be able to link sound and meaning of words

Be able to join in and respond with confidence developing accurate pronunciation and intonation. Be able to ask and answer questions, express opinions and seek clarification and help. To speak in sentences using familiar vocabulary.

Be able to link sound, spelling and meaning of words. Be able to read carefully and show understanding of words, phrases and simple writing.

Write phrases from memory and adapt these to create new sentences to express ideas clearly. To describe people, places and things and actions in writing

Be able to understand basic grammar such as feminine and masculine and plural forms as well as some subject pronouns and the conjugation of high frequency verbs to decipher accurate meaning.

Key Stage 3 / Year Group: 7 2026-27

	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
key concept	Present tense to have tense (I form) Conditional (I would like) + noun / INF	Present tense to have and to be (1st Person) Conditional (I would like)+ noun / INF	Opinion + Infinitive Present tense conjugation
Content: (Know what…)	Key Phonics and sound symbol correspondence : ll/ v, que/qui, ge/gi, ce/ci, Accents: tilde ñ Alphabet and numbers 1-31 Conditional + noun / INF Adjectival order and agreement Connectives Negation Intensifiers	Key Phonics and sound symbol correspondence: ge/gi, ce/ci Accents: í ó Adjective agreement m/f Comparison more/less + adj Masc/Fem nouns Connectives Intensifier + Justification	Key phonics and sound symbol correspondence: silent h, que/qui, ge/gi Accents: í ó Freetime : Giving opinions about free time activities Saying what you do and how often Giving justifications Adverbs of Frequency

Skills: (know how…)	Giving basic personal information about yourself: Name, age, birthday, where you live, how many people in your family and how many siblings you have Using phonics to be able to speak and read aloud correctly Use DUEL coding where appropriate on written work to improve pronunciation Understand and use masculine and feminine agreements in the singular and the plural	Giving basic information about your personality and physical features(eyes, hair, size) and other people (3rd person) Use the verb to be/ I am/ he she is Revisit the verb to have using present / conditional Know how to compare features with someone else	Giving opinions about your free time activities using a variety of infinitives Describing how often you do different activities by using present tense conjugation. Say what activities you would like to do in the future
Key vocabulary (5- 10 words)	Introduction .doc	Describing yourself.docx	Free time.docx
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD1: Introducing myself BD2: Describing myself	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD3: Describing my personality BD4: Describing my physical features AP1: Speaking/ Transcription	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD5: Giving opinions about activities using Opinion + Infinitive BD6: Saying what activities I do and how often
Planned trips / Clubs / links			

Key Stage 3 / **Year Group: 7 2026-27**			
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	Opinion + Noun Giving plural opinions using GUSTAR Justification with word agreement (singular/plural) Telling the time	Negative rule using Hay Revisit Opinion + Infinitive Revisit conditional (I would like) + Infinitive EOY exams revision /	Using present tense conjugation using the verb to eat/to drink Using the time to describe meal times Spanish/latinamerican food
Content: **(Know what…)**	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, v Accents: í ó é School subjects Numbers 1-60 O'clock, quarter/ half past and minutes past/to to the hour Positive and negative adjectives to describe school subjects	Key phonics and sound symbol correspondence: silent h, ge/gi Accents: í ó é Variety of facilities in school Use of negative Opinion + noun Word agreement Recap present tense conjugation saying what you do in school Stretch: revisit Opinion + INF Revisit the conditional (I would like) + INF EOY exams revision	Key phonics and sound symbol correspondence: silent h, zu, ce/ci, v Recap on the present tense of the verb comer/beber Introduction of additional verbs to talk about meal times: desayunar/cenar Variety of foods Time in Spanish Cultural food references to South America and Spain
Skills: **(Know how…)**	Giving your opinion on school subjects and giving a reason Adding what time the lesson is at Being able to agree adjectives in gender and number	Describing what facilities there are and not are in school Saying what you do in school Understanding exam descriptors and mark scheme	Saying what you eat at different meal times Using the time and additional verbs to describe meal times Know Spanish/ latinamerican food

Key vocabulary (5- 10 words)	**My school - Mi insti.docx**	**My school - Mi insti.docx**	**Food ¡A comer!.docx**
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD7: Saying what school subjects I study and why	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD8: Giving opinions and times about school subjects BD9: Describe school facilities and school routines EOY exam	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD:10 Describing meal times using the time in Spanish
Planned trips / Clubs / links			

Key Stage 3 / Year Group: 8 2026-27			
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
key concept	Giving opinions about Music and TV programmes Using comparatives Opinion + infinitive	Using Regular /irregular verbs in the past tense Sequencers Negative Justifications	Using irregular verb IR = to go in the present tense Telling the time in Spanish
Content: (Know what…)	Key phonics and sound symbol correspondence: v/b Word agreement (single and plural) Agreement of indefinite article comparative structure	Key phonics: que/ qui za/ce/ci Accent: í é Giving an account of a past tense holiday in Barcelona/naming famous monuments/types of transport/re-cap family members Irregular preterite tense verbs - ver - hacer - ir	Key phonics: v/b que,qui Accent: í é Using verb IR = to go in the present tense Using the preposition to - al / a la Revision of present tense verbs Adverbs of frequency Recap time in Spanish Places in town
Skills: (know how…)	Giving opinions and comparing TV programmes Use plural word agreement	Know how to describe a holiday using the past tense with negatives Using correct word order for past tense Re-cap opinions/justifications Use sequencers to narrate events	Say where you go in your town and what time Say what you do in town Introduce subordinate clause : where to develop sentences with more detail

Key vocabulary (5- 10 words)	**Y8 Aut 1: Music and TV**	Y8 Aut 2: Barcelona	Y8 Spring 1: Where I go in town
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD1: Music BD2: TV programmes	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD3 : Say what you did in Barcelona AP1 - Writing	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD4 : Using the verb IR in the present tense
Planned trips / Clubs / links			

Key Stage 3 / Year Group: 8 2026-27			
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	Recap present Introduction of near future of the verb llevar Adjectival agreement, masculine, feminine, plural Demonstrative adjectives this/these	Present tense conjugation (jugar/hacer) Negative Prepositions al Subordinate clause if/when Regular /irregular verbs Recap on weather	EOY Revision : present, past tense and near future Adjectival agreement, masculine, feminine, plural Sport/ freetime using the near future

Content: **(Know what…)**	Clothes What you normally wear for school / what you are going to wear for a special occasion	Sport/free time verbs Key verbs Jugar/hacer Conjugation (irregular verbs) Know when to use hacer or jugar Recap on weather Structure : Where you go in town + weather + activity	Recap near future tense of the verbs jugar/hacer when talking about sport. Time phrases in the future tense
Skills: **(Know how…)**	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, v Accents: í ó é Conjugating of the verb llevar in present tense and future tense Using correct adjectival agreement with masculine/feminine/plural items of clothing.	Key phonics:: ll , j, silent h / ce/ci Using the present tense of the verb jugar and hacer when talking about sport Use of correct preposition al when talking about sport Challenge: add when and if weather phrases and/or where clause	Key phonics:: ll , j, silent h / ce/ci Using the near future tense of the verb jugar and hacer when talking about sport Use of correct preposition al when talking about sport Using time phrases in the future
Key vocabulary **(5- 10 words)**	Y8 Spring 2: Clothes - present and future	Y8 Summer 1: Sport present and future	Y8 Summer 1: Sport present and future
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD 5: Clothes	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD6 Weather, sport, places in town	EOY assessment

Planned trips / Clubs / links			

Key Stage 3 /	**Year Group: 9 - 2026-27**		
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Key Concept	Using a - some - many Negative rule using Hay Opinion + justification Telling the time	Using irregular verb IR = to go in the past tense Prepositions	Regular AR verbs in the past tense
Content: **(Know what…)**	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, v Accents: í ó é places in town positive and negative adjectives to describe town Negative structures - neither…nor	Key phonics and sound symbol correspondence: vowels focus Countries Family members Modes of transport	Using a variety of verbs on holiday in past tense Timephrases sequences
Skills: **(Know how…)**	Describe what there is /isn't in your town Giving opinions why you like your town To extend sentences using simple and complex negative structures	Describe where you went, with whom and how you travelled and give an opinion To extend using intensifiers, adverbs of frequency	

Key vocabulary (5- 10 words)	**Autumn 1 - Mi ciudad - my town**	**Topic 1 - Mis vacaciones - my holidays.docx**	**Topic 1 - Mis vacaciones - my holidays.docx**
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD1 - Describe your town BD2 - Where you go and what you do in town	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD3 Using the verb IR to go in the preterite AP1 - Writing	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD4 Using AR verbs in the past tense
Planned trips / Clubs / links	Year 9 Language Leaders scheme through Anglia Ruskin University - planning	Year 9 Language Leaders scheme through Anglia Ruskin University - Tasks in class	Year 9 Language Leaders scheme through Anglia Ruskin University - Tasks in class

Key Stage 3 /	**Year Group: 9 - 2026-27**		
	Spring term 2	**Summer term 1**	**Summer Term 2**
Key Concept	Revisit AR verbs Regular ER-IR verbs in the past tense Irregular verb Hacer - to do	Using present tense conjugation using the verb to eat Spanish foods and food habits	Using verb Tener - to have to describe hair and eyes Using verb Ser - to be to describe personality
Content: **(Know what…)**	what you did on holiday using the preterite tense using all 3 verb groups Key phonics: que/ qui za/ce/ci Accent: í é Regular AR - ER- IR erbs Negative Justifications	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, ge/gi, v Accents: í ó é Variety of foods Opinion + noun Opinion + Infinitive Revisit Opinion (I would like) + Infinitive Regional food differences in Spain Cultural food references to South America	Key phonics and sound symbol correspondence: silent h, que/qui, ce/ci, ge/gi, v Accents: í ó é Present tense Word order noun and adjective Intensifiers Complex opinions Revisit Negative structures Revisit conditional - I would like to have/be
Skills: **(Know how…)**	Know how to describe a holiday using AR - ER-IR verbs in the past tense with negatives Using correct word order for past tense Re-cap opinions/justifications Use sequencers to narrate events	Saying what you eat at different meal times and at what time Know Spanish meal habits and customs	Describe yourself - physical features and personality Describe someone else

Key vocabulary (5- 10 words)	Topic 1 - Mis vacaciones - my holidays.docx	Food ¡A comer!.docx	Describing yourself
End of Half term assessment	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD5 Using AR/ER/IR verbs in the past tense	RIT tasks in MFL are known as braindumps and are short written tasks given in controlled conditions at the end of each unit. BD6: Giving opinions about Food and mealtimes EOY	
Planned trips / Clubs / links		Las Iguanas Trip - South american restaurant	