



Spanish Curriculum Map

Curriculum Intent

This curriculum map provides single year coverage of all key concepts and early, intermediate and progressive language teaching.

Key skills are: Speaking, Listening, Reading, Grammar and Writing.

Key Skills and Knowledge:

Each unit covers a range of key skills which teaches enough language to enable our children to present themselves accurately in Spanish, allowing them ample role play opportunities and offering the possibility to engage in authentic Spanish conversation. Many units are cross-curricular concentrating on teaching more involved language learning strategies (Spanish adjectives, nouns, verbs) using a variety of topics. Children will attempt to create longer spoken or written passages in Spanish building on previously learnt language.

Year Group	Autumn Term	Spring Term	Summer Term
3 Early	<p><u>I am learning Spanish (Autumn 1)</u> Ask and say how you feel Name 1-10 Colours <u>Key Vocabulary:</u> ¿cómo estás? / ¿cómo te llamas? / yo me llamo ... / numbers 1 to 10 / ten colours</p> <p><u>Ice-Creams (Autumn 2)</u> Vocab for the 5 common ice-cream flavours. Words that are similar to English called Cognates. Word order is different in Spanish to English.</p>	<p><u>Animals (Spring 1)</u> 10 animal nouns Introduction of say Using correct article <u>Key Vocabulary:</u> Nouns and articles for 10 common animals (including: un león / un conejo / un ratón) / soy.... plus choice of animal</p> <p><u>Instruments (Spring 2)</u> Name 10 different instruments in Spanish. Remember the gender of at least 5 of the instruments.</p>	<p><u>Little Red Riding Hood (Summer 1).</u> Listen to a familiar fairytale in Spanish Use picture and word cards to recognise and retain key vocab. Name and spell at least 3 parts of the body as seen in story.</p> <p><u>Shapes (Summer 2)</u> Name and recognise up to 10 shapes. Attempt to spell some of these nouns. Recognise that shapes are masculine and feminine. Revise numbers 1-10.</p>

		To be able to say "I play an instrument..." of their choice.	
4 Early and Intermediate	<p><u>Colours and numbers (Autumn 1: Early)</u> Repeat and recognise most of the ten colours in Spanish. All with a prompt first.</p> <ul style="list-style-type: none"> • Repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10. • May be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish. <p><u>Greetings (Autumn 2 :Early)</u></p> <ul style="list-style-type: none"> • Say 'hello' (formally and informally). <ul style="list-style-type: none"> • Say their name. • Ask how somebody is feeling and give a reply. <ul style="list-style-type: none"> • Say 'goodbye' and 'see you soon' 	<p><u>The Family (Spring 1)</u> Say the nouns in Spanish for members of their family.</p> <ul style="list-style-type: none"> • Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. • Continue to count, reaching 100, to enable students to say the age of various family members. • Understand the concept of mi and mis in Spanish. <p><u>The café (Spring 2)</u> Order from a selection of foods from a Spanish menu. • Order from a selection of drinks from a Spanish menu. • Order a Spanish breakfast. • Order typical Spanish snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you.</p>	<p><u>Clothes (Summer 1)</u> Repeat and recognise the vocabulary for a variety of clothes in Spanish.</p> <ul style="list-style-type: none"> • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. <ul style="list-style-type: none"> • Say what they wear in different weather/situations. <p><u>Habitats (Summer 2)</u> Tell somebody in Spanish the key elements animals and plants need to survive in their habitat.</p> <ul style="list-style-type: none"> • Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats. • Tell somebody in Spanish which animals live in these different habitats. • Tell somebody in Spanish which plants live in these different habitats.
5 Intermediate	<p><u>Presenting myself (Autumn 1)</u> Count to 20 in Spanish.</p> <ul style="list-style-type: none"> • Say their name and age in Spanish. • Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. • Tell you where they live in Spanish. • Tell you if they are Spanish or English, introducing concept of gender and agreement. 	<p><u>Weather(Spring 1)</u> Days of the week Weather forecast Weather map</p> <p><u>Key Vocabulary:</u> ¿Qué tiempo hace? / variety of weather descriptions and responses including está lloviendo / hace frío / hay tormenta etc. / key vocabulary needed for a Spanish weather</p>	<p><u>Do you have a pet? (Autumn 2)</u> Nouns and articles 8 common pets Using the connectives 'y' Have and do not have verbs</p> <p><u>Key Vocabulary:</u> Eight pets (noun + article) including un perro / una tortuga etc. / tienes una mascota / Tengo... plus a pet / No tengo... plus a pet / que se llama...</p>

	<p><u>What is the date? (Autumn 2)</u> Months, birthdays and calendar</p> <p><u>Key Vocabulary:</u> ¿Qué fecha es hoy? / all 12 months of the year / ¿Cuándo es tu cumpleaños?</p> <ul style="list-style-type: none"> • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. 	<p><u>In the classroom (Spring 2)</u></p> <p>Recognise and repeat from memory simple classroom objects and use the correct gender.</p> <ul style="list-style-type: none"> • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise. 	<p><u>Healthy Lifestyles (Summer 1: progressive)</u> Healthy and unhealthy food and drinks Healthy activities Devise a recipe Clothes 10 items of clothing with article The verb to wear.</p>
<p>6 Progressive</p>	<p><u>At school (Autumn 1)</u> Subjects Time School timetable Verb ir to go</p> <p><u>Key Vocabulary:</u> Classroom instructions including ¡escuchen!, ¡escriban!, etc. Classroom stationery including un lápiz, un libro, una goma etc. tengo ... / no tengo...</p> <p><u>Me in the world (Autumn 2)</u> About the many countries in the world that speak Spanish.</p> <ul style="list-style-type: none"> • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. 	<p><u>The planets (Spring 1)</u> Complex sentences for each planet Adjectives and adjectival agreement</p> <p><u>Key Vocabulary:</u> All the planets (including 'Plutón' / 'Mercurio' etc.) / detailed complex description of each planet including adjectives covering colour, size, distance etc.</p> <p><u>Habitats- (Spring 2)</u> <u>As for 4 plus</u> 5 different habitats The verb to live Adaptations Verb to grow</p> <p><u>Key Vocabulary:</u> Includes hábitats, comida, agua, el Amazonas, el Sahara, el desierto, el campo, los cactus, los arbustos, el mono araña, el tiburón.</p>	<p><u>The Olympics (Summer 1)</u></p> <ul style="list-style-type: none"> • Tell somebody in Spanish the key facts of the ancient Olympics. • Tell somebody in Spanish the key facts of the modern Olympic games. <ul style="list-style-type: none"> • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. • Say the nouns in Spanish for key sports in the current Olympic games. <ul style="list-style-type: none"> • Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play. • Understand the concept of gender, using el and la when you say you play a sport in Spanish. Grammatical changes when describing someone's profession. <p><u>Verbs and grammar (Summer 2)</u> Regular verbs: Verb stems and endings – er, ir and ar</p>

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