



Curriculum Map: Spanish

	Autumn Term	Spring Term	Summer Term
Year 3	<ul style="list-style-type: none"> • Activities to practice phonics, learning the vowels first. • Numbers 1-10 • How to ask and give their age. • Other key phonic sounds. • Read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. • Learn some nouns (pencil case items). They are made aware of gender through colour coding. • Begin to use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these. • Learn facts about Spanish Christmas traditions and Christmas song. 	<p>Overall topics: animals and colours.</p> <ul style="list-style-type: none"> • Linguistic focus on gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours. • Key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but). • Pupils work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. • Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are all key concepts. 	<ul style="list-style-type: none"> • Unit focusing on memory and performance – to retell The Very Hungry Caterpillar – in Spanish. • Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. • Activities developing memory and practising pronunciation to build up confidence towards pupils retelling story. • This can be in variety of ways – verbal, with pictures or video.

Year 4	<ul style="list-style-type: none"> • Numbers 1-31, months, seasons, dates, asking for and giving birthday, language to do with birthday celebrations. • This includes learning how to sing Happy Birthday in Spanish. • New language used to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations. • This will include new vocabulary and activities to do with Christmas. 	<ul style="list-style-type: none"> • Focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. • Learners will use familiar verb forms in this new context to describe pictures they create. • New vocabulary - parts of the body and face. • Pupils use this language to describe the work of other famous Spanish artists (e.g. Picasso). 	<ul style="list-style-type: none"> • Vocabulary for family members. • Pupils re-tell the story 'The giant turnip'. • They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. • Also learn adjectives for describing personality and physical description (hair and eyes). • They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).
Year 5	<ul style="list-style-type: none"> • Simple calculations based on the five times table. • How to ask for and give the time. • Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. • They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish. 	<ul style="list-style-type: none"> • This unit focuses on sports and opinions. • Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. • They practise using a dictionary to look up unknown words. • They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. • They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb. 	<ul style="list-style-type: none"> • Learners use dictionaries to look up different instruments. • They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). • They use the language they have learnt to create short raps or songs about food, sports or music.

Year 6	<ul style="list-style-type: none">• How to describe the weather.• Revision of colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries.• How to express what each country is famous for, paying attention to the number and gender of the nouns they are using.• Focus on Spain and some of the key features of the country.• Pupils learn how to describe accurately using plural nouns and suitable adjectives.• Pupils also learn to give opinions about places in Spain.	<ul style="list-style-type: none">• Main festivals in Spain. Vocabulary and phrases to describe these and others in the UK.• Research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.	
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