



KS2 Spanish Curriculum Map - Overview



Why Teach Spanish?

Learning another language is an integral skill in thriving in a growing, global world. Proficiency in a second language will give learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners' first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.

5 Themes of our Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through five 'big ideas' to enable pupils to build schemata of important concepts

Me, my family & friends



School Life & Daily Routines



Hobbies & Interests



The World Around us



Culture, food, and history



Learning Spanish – The key aims of our language curriculum

Pupils learn the Spanish language in its spoken and written forms. Spanish is produced and understood through speaking, listening, reading and writing. Through these core approaches, we teach pupils how phonics (the relationship between sounds and letters), grammar and vocabulary combine so pupils understand and produce ever more complex language.

Recognise and use phonics with accuracy

To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy.

Understanding and application of grammar

To learn important foundations of another language such as the grammatical aspect of learning the gender of words.

Retrieval skills and vocabulary retention

To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally).

Listening and reading for gist

To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning.

Successful communication Skills

To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written.

Linguistic skills we develop:

Speaking

Listening

Reading

Translating

Writing

Intercultural Understanding

How we assess pupils' learning of the Spanish curriculum

Teachers assess pupils' learning of the curriculum on an ongoing basis. In lessons, they check pupils can remember and use the phonics, grammar and vocabulary accurately and can communicate and understand others using the Spanish language.

Understanding of each unit is assessed through an end of unit assessment of speaking, listening, reading and writing.

Example assessment:

Name: _____ Date: _____ Class: _____ Unit: Los animales

<p>Speaking Exercise</p> <p>Can you say any of the following in Spanish?</p> <p>a lion</p> <p>a mouse</p> <p>I am a lion.</p> <p>I am a mouse.</p> <p>I am a monkey.</p>	<p>Listening Exercise</p> <p>From the PowerPoint slide, write the numbers that match the different animals you hear mentioned.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p>Reading Exercise</p> <p>Can you draw a line from any of the following words to the correct picture?</p> <p>un león</p> <p>un cerdo</p> <p>una vaca</p> <p>un mono</p> <p>un pájaro</p>	<p>Writing Exercise</p> <p>Can you write any of the following phrases in Spanish?</p> <p>a rabbit</p> <p>a horse</p> <p>a sheep</p> <p>I am a duck.</p> <p>I am a mouse.</p>

Word Bank Soy un mono un cerdo un pato un conejo un pájaro un caballo un león una oveja un ratón un cerdo

Leaders and other staff regularly review pupils' work in their books, and meet with groups of pupils to check that they are learning the planned curriculum against the key knowledge and skills set out in our curriculum.

We also evaluate pupils' attitudes to learning to check they enjoy and value their lessons in this subject.



KS2 Spanish Topic Map (1) – Phase 3 2023-24



Me, My Family & Friends		School Life & Daily Routines		The World Around Us		Hobbies & Interests		Culture, Food & History		
Year 3		Year 4		Year 5		Year 6				
Autumn 1	Phonetics 1 (C) CH J Ñ LL RR	Phonetics 2 (C) CA CE CI CO CU	Phonetics 3 (C) GA GE GI GO GU	Phonetics 4 (C) B V CC QU Z						
	I'm Learning Spanish (E) <ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. 	Presenting Myself (I) <ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	Home (I) <ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 	Clothes (I) <ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. 						
	Seasons (E) <ul style="list-style-type: none"> Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish. 	Family (I) <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	Weather (I) <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 	School (P) <ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 						
Spring 1	Musical Instruments (E) <ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	Goldilocks (I) <ul style="list-style-type: none"> Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support. 	What is the Date? (I) <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 		WWII (P) <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 					
	Spring 2	Fruits (E) <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	Romans (I) <ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in Spanish. Say and spell the days of the week in Spanish. Name some/all of the most famous Roman inventions in Spain. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish. 	Pets (I) <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 		Healthy Lifestyle (P) <ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in Spanish. 				
Summer 1		Vegetables (E) <ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	Classroom (I) <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	Olympics (I) <ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in Spanish. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb PRACTICAR. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. 		At the Weekend (P) <ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 				
	Summer 2	Ice-Creams (E) <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 	My Home (I) <ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 	Planets (P) <ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 		Me in the World (P) <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid Say and write something we do to help the planet. 				

Every child deserves to be the best they can be