

St John & St James' C of E Primary School
Spanish Curriculum Map
Key Stage 2



Year Group	3	4	5	6
<u>Autumn 1</u>	<p style="text-align: center;">SCHOOL</p> <p>1LI: To revise colours, numbers.</p> <p>2LI: To learn the school supplies.</p> <p>3LI: To name the school supplies.</p> <p>4LI: Prepositions: encima de/ debajo de.</p> <p>5LI: To use prepositions to locate school supplies.</p> <p>6LI: To write a Pen Pal letter introducing myself.</p> <p>7LI: To revise everything.</p>	<p style="text-align: center;">ME & MY FAMILY</p> <p>1LI: To revise greetings, commands, colours and numbers.</p> <p>2LI: To learn the family members. (mayor que, menor que)</p> <p>3LI: To learn the pets.</p> <p>4LI: To create a family tree.</p> <p>5LI: To describe my family.</p> <p>6LI: To write a Penpal letter introducing myself.</p> <p>7LI: To learn about the day of the Dead.</p>	<p style="text-align: center;">HOME</p> <p>1LI: To revise greetings and numbers.</p> <p>2LI: To learn the members of the family (sobrino/a, hijo/a, nieto/a)</p> <p>3LI: To describe the people in my family.</p> <p>4LI: To name the pets</p> <p>5LI: To describe my family.</p> <p>6LI: To write a Pen pal letter introducing myself.</p> <p>7LI: To learn about the day of the Dead.</p>	<p style="text-align: center;">HOBBIES & INTERESTS</p> <p>1LI: To revise greetings, daily routines, colours and numbers. Days of the week and months. Role Play</p> <p>2LI: To learn the personal pronouns.</p> <p>3LI: To conjugate verbs ending with –AR.</p> <p>4LI: To learn about sports and hobbies, music (likes and dislikes, porque).</p> <p>5LI: To give my opinion using adjectives.</p> <p>6LI: To give my opinion using adjectives + reason.</p> <p>7LI: To learn about the Day of the Dead (culture)</p>
<u>Autumn 2</u>	<p style="text-align: center;">MONSTERS!</p> <p>1LI: To learn the face parts.</p> <p>2LI: To draw a face following the instructions given.</p> <p>3LI: To play guess who.</p> <p>4LI: To learn the parts of the body.</p> <p>5LI: To describe myself as a monster.</p> <p>6LI: To write a Pen pal letter describing myself.</p> <p>7LI: To write a Penpal letter introducing myself.</p> <p>8LI: To learn about Christmas in Spain.</p>	<p style="text-align: center;">ANIMALS</p> <p>1LI: To learn different animals from the zoo. Plural nouns (irregular)</p> <p>2LI: To describe animals using colours and size.</p> <p>3LI: To classify the animals in their habitat.</p> <p>4LI: To describe the animals using adjectives (agreement and position)</p> <p>5LI: Pen Pal letter: describe my favorite animal.</p> <p>6LI: Story: Dear Zoo.</p> <p>7LI: Listening Activity – The zoo.</p> <p>8LI: To learn about Christmas in Spain.</p>	<p style="text-align: center;">TO DESCRIBE MYSELF</p> <p>1LI: To learn the face parts and types of hair.</p> <p>2LI: To describe a face in Spanish. Play Guess who</p> <p>3LI: To describe someone in my classroom.</p> <p>4LI: To learn the body parts in Spanish.</p> <p>5LI: To write a Pen pal letter describing myself.</p> <p>6LI: To describe the parts of the body.</p> <p>7LI: Assessment</p> <p>8LI: To learn about Christmas in Spain.</p>	<p style="text-align: center;">TO DESCRIBE PEOPLE</p> <p>1LI: To revise the face parts and colours.</p> <p>2LI: To learn the parts of the body.</p> <p>3LI: To guess who I am – description.</p> <p>4LI: To learn descriptive adjectives.</p> <p>5LI: To describe someone using adjectives.</p> <p>6LI: To write a letter in Spanish describing myself.</p> <p>7LI: To revise everything.</p> <p>8LI: To learn about Christmas in Spain.</p>
<u>Spring 1</u>	<p style="text-align: center;">SUPERMARKET</p> <p>1LI: To learn fruits and vegetables.</p> <p>2LI: To use the correct article.</p> <p>3LI: To give my opinion about food.</p> <p>4LI: To write a Pen Pal letter saying what vegetables and fruits I like.</p> <p>5LI: To make a shopping list to make guacamole.</p> <p>6LI: Assessment.</p>	<p style="text-align: center;">TRANSPORT</p> <p>1LI: To learn the different types of transport in London.</p> <p>2LI: To say how I like to travel.</p> <p>3LI: To use adjectives to give my opinion.</p> <p>4LI: To describe the airplanes that I have seen in my trip to the airport.</p> <p>5LI: To write a letter saying what transport I use to go to school.</p> <p>6LI: Assessment. To create my role play asking for train tickets.</p>	<p style="text-align: center;">EARTH & SPACE</p> <p>1LI: To learn about the solar system.</p> <p>2LI: To name the planets in the correct order.</p> <p>3LI: To describe the planets using adjectives and complex sentences.</p> <p>4LI: To revise the body parts and create our alien passport.</p> <p>5LI: To create a Solar System's display with all our information.</p> <p>6LI: Assessment</p>	<p style="text-align: center;">RESTAURANT</p> <p>1LI: To learn different types of food and drinks.</p> <p>2LI: To make a restaurant menu.</p> <p>3LI: To give your opinion about food using adjectives. Restaurant Role Play.</p> <p>4LI: To use euros. How much is it? Ask for the bill</p> <p>5LI: To write and act a role-play asking for food in a restaurant.</p> <p>6LI: Assessment</p>

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<p><u>Spring 2</u></p>	<p><u>PETS</u></p> <p>1LI: To revise the colours, face parts and body parts.</p> <p>2LI: To name pets in Spanish.</p> <p>3LI: To use the correct article (masc/fem)</p> <p>4LI: To describe animals using adjectives: adjective position.</p> <p>5LI: To tell my Pen pal what my favorite animal is.</p> <p>6LI: Assessment: To write a lost pet advert</p>	<p><u>COMMUNITY: HUMANITIES LINK</u></p> <p>1LI: To learn the different places in our area.</p> <p>2LI: To label a map of my area.</p> <p>3LI: To say what there is in my city.</p> <p>4LI: To learn directions.</p> <p>5LI: To ask and answer for directions.</p> <p>6LI: Assessment: To perform a role play asking and giving directions.</p>	<p><u>FOOD</u></p> <p>1LI: To name the food we are having for breakfast. What do you have for breakfast?</p> <p>2LI: To learn the food we have for lunch and give your opinion.</p> <p>3LI: To classify the food in unhealthy and healthy.</p> <p>4LI: To write a Pen Pal letter asking what their favorite food is.</p> <p>5LI: Assessment</p>	<p><u>HOLIDAYS</u></p> <p>1LI: To name the means of transport.</p> <p>2LI: To learn key questions to say when, where, and how I travel using the correct verb conjugation.</p> <p>3LI: Ask for information - Travel agency.</p> <p>4LI: To plan a trip</p> <p>5LI: Role play asking for information.</p> <p>6LI: Assessment</p>
<p><u>Summer 1</u></p>	<p><u>SCHOOL SUBJECTS</u></p> <p>1LI: To learn the school Subjects.</p> <p>2LI: To create my own timetable.</p> <p>3LI: To say my opinion about subjects.</p> <p>4LI: To give my opinion using adjectives.</p> <p>5LI: To write a letter giving my opinion.</p> <p>6LI: Assessment</p>	<p><u>SCHOOL MEALS</u></p> <p>1LI: To learn about different dishes.</p> <p>2LI: To learn the cutlery.</p> <p>3LI: To design my own school menu.</p> <p>4LI: To give my opinion in Spanish. Write a Pen pal letter.</p> <p>5LI: To ask for food.</p> <p>6LI: Assessment</p>	<p><u>WEATHER IN SPAIN: HUMANITIES LINK</u></p> <p>1LI: To learn the different types of weather.</p> <p>2LI: To describe the weather</p> <p>3LI: To learn the compass and temperature.</p> <p>4LI: To report the weather in different countries.</p> <p>5LI: To report tomorrow's weather.</p> <p>6LI: Assessment</p>	<p><u>WEATHER ACROSS THE WORLD: HUMANITIES LINK</u></p> <p>1LI: To revise the different types of weather</p> <p>2LI: To learn the types of weather in future tense.</p> <p>3LI: To report tomorrow's weather in different countries.</p> <p>4LI: To learn connectives to describe the weather.</p> <p>5LI: To report tomorrow's weather using connectives. Role Play – Weather Forecast</p> <p>6LI: Assessment</p>
<p><u>Summer 2</u></p>	<p><u>WEATHER: HUMANITIES LINK</u></p> <p>1LI: To learn different types of weather.</p> <p>2LI: To ask for today's weather.</p> <p>3LI: To learn about the clothes.</p> <p>4LI: To say what clothes I am wearing.</p> <p>5LI: To say what clothes I am wearing depending on the weather.</p> <p>6LI: Assessment</p>	<p><u>SEASONS</u></p> <p>1LI: To learn the types of weather.</p> <p>2LI: To describe what the weather is like.</p> <p>3LI: To learn the compass.</p> <p>4LI: To revise the numbers and say what the temperature is like.</p> <p>5LI: To describe what the weather and temperature is like in each part of Spain.</p> <p>6LI: Assessment</p>	<p><u>SPANISH TOWN</u></p> <p>1LI: To name places in a town.</p> <p>2LI: To say what there is in the town.</p> <p>3LI: To learn directions.</p> <p>4LI: To ask and answer for directions.</p> <p>5LI: To role play asking and giving complex directions.</p> <p>6LI: Assessment</p>	<p><u>SPANISH ACROSS THE WORLD</u></p> <p>1LI: To count in hundreds and thousands.</p> <p>2LI: To use math symbols.</p> <p>3LI: To learn about Spanish Speaking countries.</p> <p>4LI: To make a research about a Spanish speaking country.</p> <p>5LI: To make a presentation about the work.</p> <p>6LI: Assessment</p>



Spanish – Whole school overview

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English