

# Spanish

## Curriculum Road Map KS 1 ( year 1&Year 2)



### Autumn 1&2

#### **"Los saludos"** Greeting

In this unit, children in KS1 will learn how to say simple greetings in Spanish. They will learn how to say their names and ask somebody in Spanish how they are feeling and give a reply.

#### **"Los colores y los numeros"** Colours and numbers

In this unit, children in KS1 will learn to say common colours in Spanish and to count to 10.

#### **Why do we follow on with this unit?**

To learn to repeat and reproduce the language I hear with accurate pronunciation.

#### **What skills will we continue to build upon?**

Learning to listen really carefully and repeat what we hear with improving accuracy.

### Spring 1 & 2

#### **Las minibeastas** "The minibeasts"

In this unit, children in KS1 will recognise and recall minibeasts in Spanish. They will recall greetings and follow instructions in Spanish.

#### **Transports** "Los transportes"

In this unit, children in KS1 will recognise and recall modes of transport in Spanish. They will also recall numbers 1-5 and colours.

### Summer 1&2

#### **"La caperucita roja"** Little Red Riding Hood

In this unit, children in KS1 will listen to a familiar story being told in Spanish. They will learn how to use picture and word cards to recognise and help retain new language. Students will also learn body parts in Spanish.

#### **"Las formas"**

In this unit, children in KS1 will name, recognise and remember shapes in Spanish. They will also revise numbers 1-5 in Spanish.

**Why do we follow on with this unit?**  
To learn to articulate key words introduced in the lesson and understand their meaning.

**What skills will we continue to build upon?**  
Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.



# Spanish Curriculum Road Map Year 3



## Autumn 1&2

### I am learning Spanish "Yo aprendo Español"

In this unit, children will do a number of different activities to improve their cultural awareness of Spain and Spanish speaking countries. Children will find Spain and locate Madrid on a map. There will be plenty of oral role play tasks to enable children to ask how somebody is feeling.

In this unit, children will also learn ten colours and to count from 1-10 in Spanish.

### Animals "Los animales"

In this unit, children will learn to name and recognise up to 10 animals in Spanish. Children will attempt to spell some of these nouns with their correct indefinite article. They will pretend that they are a particular animal using the 1st person singular of the verb ser (soy= I am).

### Why do we follow on with this unit?

To start to speak in the foreign language and work on building up their memory skills.

### What skills will we continue to build upon?

Learning to look for cognates and associating word and phrases to images to help.

## Spring 1 & 2

### Musical instruments "Los instrumentos"

In this unit, children will recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. Children will understand articles/determiners better in Spanish. They will learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) different instruments.

### Under the sea "Debajo del mar"

In this unit, children will recognise and recall sea creatures in Spanish. They will recall numbers 1-5 and start to explore the patterns and sounds of language through song.

## Summer 1&2

### Fruits "Las frutas"

In this unit, children will name, recognise and remember up to 10 fruits and vegetables in Spanish. They will attempt to spell some of these nouns with their correct article/determiner, ask somebody in Spanish if they like a particular fruit and say what fruits they like and dislike in Spanish. Children will learn and use the high frequency verb 'quisiera' from the verb querer, to want in Spanish.

### I can "Yo puedo"

In this unit, children will recognise, use and remember 10 common Spanish verbs/activities. They will use these verbs in the infinitive to make a short sentence starting with puedo (I can).

Why do we follow on with this unit?  
To build up a larger bank of spoken vocabulary

What skills will we continue to build upon?  
Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los).

# Spanish Curriculum Road Map Year 4



## Autumn 1 & 2

### 'Me presento' Presenting myself

In this unit, children will revisit numbers 1-10 along with the language to express how they are feeling. They will learn how to count to 20 in Spanish. They will be able to ask somebody how they are feeling and give an appropriate response back. Children will learn how to ask somebody their age, name, where they live and reply.

### 'La familia' My family

In this unit, children will revisit basic personal details (name/age/where you live) and learn the nouns and articles/determiners for family members. Children will describe their own or a fictitious family in Spanish and count up to 100 in Spanish.

### Why do we follow on with this unit?

To build up a bank of core vocabulary that they can relate to and re-use in the foreign language.

### What skills will we continue to build upon?

Working towards holding a simple conversation with a partner, asking questions as well as being able to give answers.

## Spring 1 & 2

### En mi clase' My classroom

In this unit, children will recall from memory a selection of nouns and indefinite articles for common classroom objects. They will learn how to use the negative in Spanish. Children will describe what they have and do not have in their pencil case and respond to simple classroom commands.

### '¿Tienes una mascota? Do you have a pet?

In this unit, children will learn the nouns and indefinite articles for common pets. They will learn how to ask somebody if they have a pet and give an answer back. They will say in Spanish what pet they have/do not have and give the pet's name. Children will start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.

## Summer 1&2

### 'Mi casa' My home

In this unit, children will say and write in Spanish whether they live in a house or an apartment. They will say what room they have and do not have at home using the key structures 'en mi casa hay... and en mi casa no hay...' (there is/are, there isn't/aren't). Also, children will use the connective/conjunction 'y' to link two sentences together.

### " Las verduras" Vegetables

In this unit, children will name, recognise and recall from memory vegetables in Spanish. They will attempt to spell some of these nouns with their plural article/determiner. Children will learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.

Why do we follow on with this unit?  
To build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs.

What skills will we continue to build upon?  
Working on creating longer, accurate yet authentic pieces of spoken and written Spanish using connectives. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

# Spanish Curriculum Road Map Year 5



## Autumn 1&2

### 'Me presento' Presenting myself

In this unit, children in year 5 will revisit numbers 1-10 along with the language to express how they are feeling. They will learn how to count to 20 in Spanish. They will be able to ask somebody how they are feeling and give an appropriate response back.

Children will learn to ask somebody their age, name, where they live and reply.

### "La fecha" What is the date?

In this unit, children will recognise and recall the 12 months of the year in Spanish. They will ask what the date is and say the date in Spanish. Children will learn how to ask somebody when their birthday is and say when their own birthday is in Spanish.

## Summer 1&2

### "Los planetas" Planets

In this unit, children will name and recognise the planets in Spanish on a solar system map. They will be able to say interesting facts about planets in Spanish. Children will explain the rules of adjectival agreement clearly in Spanish.

### "En el restaurante" At the cafe

In this unit, students will learn how to order a selection of typical foods, drinks and snacks from a Spanish menu. They will perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

### Why do we follow on with this unit?

To develop spoken fluency by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation

### What skills will we continue to build upon?

Working holding a more complex conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

### Why do we follow on with this unit?

To explore the patterns in regular -a r verb conjugation. To start to apply the rules connected to a djectival agreement correctly

### What skills will we continue to build upon?

Working towards holding a more complex conversation.

## Spring 1&2

### 'El tiempo' The weather

In this unit, children will recognise and recall the 9 weather expressions in Spanish from memory. They will ask what the weather is today and give a reply in Spanish. Children will describe the weather in Spain, in Spanish using a weather map with symbols.

### "La ropa" Clothes

In this unit, children will recognise and recall from memory some items of clothing. They will explore the regular 'ar' whole verb present tense conjugation of the verb 'llevar' (to wear) to describe what they are wearing and possibly what somebody else is wearing. Children will revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

# Spanish Curriculum Road Map Year 6

## Autumn 1& 2

### “Yo en el mundo” Me in the world

In this unit, children will learn how to say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. They will learn about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between two Spanish speaking countries.

### “Las Olimpíadas” The Olympics

In this unit, children will look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. They will learn the nouns in Spanish for key sports in the current Olympic games. Also, children will conjugate the irregular verb practicar enabling the students to say what sports they play and what sports they do not play. sport in Spanish

## Summer 1&2

### “En el fin de semana” The weekend

In this unit, children will learn how to tell the time in Spanish using quarter past, half past and quarter to. They will say and write in Spanish what we do at the weekend using two or more sentences and integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

### ‘La comida sana’ Healthy lifestyle

In this unit, children in year 6 will say and write what they eat and drink to stay healthy. They will learn how to say and write what they do /do not eat and drink to stay healthy. Children will follow a simple, healthy recipe in Spanish.

### Why do we follow on with this unit?

To learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.

To engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

### What skills will we continue to build upon?

Working towards holding a more complex conversation.

### Why do we follow on with this unit?

To work on becoming more familiar and confident using verbs in Spanish, understanding that some verbs in Spanish do not follow the same patterns as seen in regular verbs

### What skills will we continue to build upon?

Learning how to extend sentences, making them longer and more interesting.

## Spring 1&2

### “Los verbos regulares” The regular verbs

In this unit, children will understand better the concept of verb stems and endings. They will learn how to conjugate different verbs, such as, tener ( to have), ser ( to be), hacer ( to do), etc.

### ‘En el colegio’ At school

In this unit, children will name the subjects they study in school in Spanish with the correct definite article/determiner. They will extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Children will start to tell the time by learning how to say time by the hour. They will say at what time and on what day they study certain school subjects.