



Curriculum Map Spanish

Intent

At West Heath Primary School, we feel that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We believe that the early acquisition of Spanish will facilitate the learning of other foreign languages later in life. We aim to prepare children for the KS3 language curriculum to enable them to transfer confidently and successfully.

Implementation

We teach Spanish across Key Stage 2. The school uses the "Language Angels" scheme of work to support the teaching and learning of Spanish. This provides clear progression for the development of speaking and listening and vocabulary acquisition. There are resources to support the teaching and learning opportunities for pupils.

They use a variety of the following techniques to encourage children to have an active engagement with Spanish:

- Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play – these should relate to the situations the children may find themselves in the future.
- Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.
- Reading and writing quality materials.
- ICT programs and websites; the use of ICT to develop communication skills.
- We build children's confidence through praise for any contribution they make in the foreign language, however tentative.

We base the teaching on the 2014 National Curriculum through the Language Angels. We have adapted this to the context of our school. This provides teachers with clear progression grids and content for teaching and learning.

Impact

Through the high quality first teaching of Spanish taking place we will see the impact of the subject in the following ways:

- Children will be able to communicate with each other in Spanish.
- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the Spanish culture.
- Children will learn how language skills can be applied to a range of languages.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language sk

SPANISH CURRICULUM MAP						
Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics lessons 1 (C) I'm leaning Spanish(E)	The Shapes(E)	Musical Instruments (E)	Fruits (E)	Ice-Creams (E)	Little Red Riding Hood lesson 3 (C)
	<ul style="list-style-type: none"> Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. Count to ten in Spanish. 	<p>Name and recognise up to 10 shapes in Spanish.</p> <ul style="list-style-type: none"> Attempt to spell some of these nouns Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'. Have an opportunity to learn and/or revise numbers 1-5. 	<p>Name ten instruments in Spanish.</p> <ul style="list-style-type: none"> Match all the new Spanish words to the appropriate picture. Remember the words for at least five instruments and their correct gender in Spanish, unaided. To say that they play an instrument, of their choice correctly in Spanish. 	<ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. 	<ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. 	<ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in Spanish as seen in the story.

SPANISH CURRICULUM MAP						
Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonetics lesson 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	Classroom (I)	My Home (I)
	<ul style="list-style-type: none"> Count to 20 in Spanish. 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. <p>and agreement</p>	<ul style="list-style-type: none"> Say the nouns in Spanish for members of their family. 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. 	<ul style="list-style-type: none"> Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. Attempt to spell in Spanish. 	<ul style="list-style-type: none"> Tell somebody in Spanish the key elements animals and plants need to survive in their habitat. 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. 	<ul style="list-style-type: none"> Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise. 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).

SPANISH CURRICULUM MAP						
Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics lesson 3? (C) Do you have a pet (I)	What is the date ? (I)	The weather (I)	At the Café (I)	Olympics (I)	Clothes (I)
	<ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but"). 	<ul style="list-style-type: none"> Repeat and recognise the months of the year in Spanish. Ask when somebody has a birthday and say when they have their birthday. Say the date in Spanish. Create a Spanish calendar. Recognise key dates in the Spanish calendar. 	<ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols. 	<ul style="list-style-type: none"> 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. 	<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. 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. 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. 	<ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb LLEVAR in Spanish with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.

SPANISH CURRICULUM MAP						
Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Phonics lesson 4 At school (P)	Regular Verbs(P)	The Weekend(P)	World War 2 (P)	Healthy Lifestyles (P)	Me in the World (P)
	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. 	<ul style="list-style-type: none"> • Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs. • Conjugate in Spanish a regular –ER verb. • Conjugate in Spanish a regular –IR verb. • Conjugate in Spanish a regular –AR verb 	<ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend. 	<ul style="list-style-type: none"> • Group/order unknown vocabulary to help decode texts in Spanish • Improve their listening and reading skills • Name the countries and languages involved in WW2 • Say what the differences were in city and country life during the war • Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside 	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise ten foods and drinks that are considered good for your health. • Name and recognise ten foods and drinks that are not considered good for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle. • Learn to make a healthy recipe in Spanish. 	<ul style="list-style-type: none"> • About the many countries in the world that speak Spanish. • 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

