West Heath Primary School

Curriculum Map: Spanish

Intent:

Our Spanish curriculum is designed in line with our whole-school aims of: widening children's cultural capital; emphasising the importance of phonics and reading; and encouraging children to be active and engage with their learning. We recognise that languages are a major part of our modern, multi-cultural world and we aim to ensure our children enjoy Spanish, have a sense of success, and have the confidence to use the language through both speaking and writing. Our curriculum - which covers the whole of Key Stage 2 – draws upon the government's recommendations for teaching primary languages to all children on a 'little and often' basis (ref 1, 2, 3). We have explicit links with a secondary school language specialist and intend to use this resource to support both pupils and staff to ensure the best outcomes in Spanish. Our curriculum is based on phonics, vocabulary and grammar and is designed to encompass a breadth and depth approach which plans not only for linguistic progression, but which offers an understanding and appreciation of Spanish history and culture. It recognises that novice linguists thrive on a structured curriculum which includes opportunities for revisiting previous learning in order to embed knowledge.

Implementation:

Delivery of our Spanish curriculum begins in year 3 and continues throughout Key Stage 2. All classes have one lesson a week (usually delivered in mornings) plus regular additional opportunities to practise key vocabulary learned throughout the week, for example in how children answer the register. The theory 'little and often' is how we gradually build children's Spanish vocabulary. We also celebrate an annual Spanish Day, where we truly embrace all things Spanish and children have an opportunity to celebrate and showcase all they've learnt.

As the subject is completely new to all children upon entering KS2, we take small steps to slowly build then embed knowledge. The curriculum is built upon phonics, vocabulary and grammar so that pupils will learn the basics needed, ahead of their transition into secondary schools. The phonics programme is embedded within the curriculum, so that children learn the language in a similar fashion to how they would have learnt English. Our curriculum offer combines a scheme we buy into alongside ideas and resources which have come directly from a Spanish specialist at a local, partner secondary school. The scheme supports staff in delivering high-quality lessons and the additional resources enable lessons to be more practical and encourage classes to re-visit key knowledge to embed understanding.

All classes cover one unit per term and therefore 12 units in total across the Key Stage. These have been carefully selected to provide the skills for being successful within a language, whilst at the same time ensuring that the content will not be identical to that in the secondary curriculum: rather, key grammar is introduced and built upon, and this will be more transferrable to further language development at Key Stage 3, regardless of whether they continue to study Spanish or start learning an alternative language. Every child has a Spanish book to record key learning and to aid them in remembering prior learning. This book stays with them throughout KS2. All units begin with an introduction and 'I can' statements and knowledge organisers to help them understand expectations. There is then an assessment quiz to end each unit, with time factored in for teachers to pick up on any gaps in knowledge before moving on. The units are progressive, with knowledge built up (and regularly re-visited) in manageable chunks.

Impact:

As Spanish is taught consistently, children know what to expect. They enjoy learning the phonics, language and all about the culture and history too. The resources and their Spanish books help children to know and remember more and each unit assessment enables teachers to identify and fill any gaps in knowledge before moving forwards. Monitoring of the subject shows that plans are thorough and consistent and that children are enthusiastic about the subject and are making clear progress. Spanish has a profile on a par with other, non-core subjects and is recognised and celebrated at times during each academic year.

Key Stage 2 National Curriculum objectives:

a) listen attentively to spoken language and show understanding by joining in and responding
b) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
c) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
d) speak in sentences, using familiar vocabulary, phrases and basic language structures
e) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
f) present ideas and information orally to a range of audiences
g) read carefully and show understanding of words, phrases and simple writing
h) appreciate stories, songs, poems and rhymes in the language
i) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
j) write phrases from memory, and adapt these to create new sentences, to express ideas clearly
k) describe people, places, things and actions orally and in writing

1 The national curriculum in England - Framework document
2Languages in outstanding primary schools – Ofsted: education
3Research review series: languages - GOV.UK

Spanish Curriculum Map Overview: Communication Discussion Cultural Context (Number of lessons in brackets)

	Autumn	Spring	Summer
Year 3	Exploring the basics: Classroom language, **greetings** **(6)** **Introductions** **(6)** *(Kapow Year 3)*	***Classroom objects in Spanish*** **(10)** *(Kapow Year 3)*	***Shapes and colours – Spanish Art*** **(10)** *(Kapow Year 3)*
Year 4	**Weather and *Spanish Cities*** **(12)** *(Kapow Year 4)*	***Pets*** **(10)** *(Kapow Year 4)*	***Journey around Latin America*** **(10)** *(Kapow Year 4)*
Year 5	***In a Spanish café*** **(12)** *(Kapow Year 4)*	***Spanish portraits*** **(10)** *(Kapow Year 5)*	***Spanish celebrations*** **(10)** *(Kapow Year 4)*
Year 6	***Clothes in Spanish*** **(12)** *(Kapow Year 5)*	***Shopping in Spain*** **(10)** *(Kapow Year 5)*	***Spanish food and drink*** **(10)** *(Kapow Year 5)* A trip across spain?? *(Kapow Year 5)*

Curriculum Overview:

Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Classroom language and greetings		Classroom objects	Numbers 1-12 + *colours*	Shapes and colours – Spanish art	
Vocabulary	*Levantaos* – stand up *Sentaos* – sit down Escuchad - listen Escribid - write Repetid - repeat Mirad (la pizarra) – look (at the board) *Hablad* – speak *Leed* - read *Abrid los cuadernos* – open your books *Cerrad los cuadernos* – close your books *Dibujad* - draw *Trabajad en parejas* – work in pairs *¡Hola!* – hello *¿Cómo te llamas?* -what is your name? (call yourself) *me llamo* – My name is (I am called..) *adiós* – goodbye *sí* - yes *no* - no	*buenos días* – good morning/ good day *buenas tardes* – good afternoon *buenas noches* – good night *¿Qué tal?* – how are you? *muy bien* – very well *mal* - bad *fantástico* - fantastic *¿Y tú?* – what about you? + Reinforcement of classroom language	*una regla* – a ruler *una goma* – a rubber *una botella de agua* – a bottle of water *un lápiz* – a pencil *un bolígrafo* – a pen *un cuaderno* – a book *un estuche* – a pencil case *¿Qué es...?*- what is it? *tengo* – I have *no tengo* – I don't have ***en mi mochila* – in my bag *y* - and *pero* - but *¿Tienes...?* – do you have *¿Qué tienes...?*- what do do have?	*uno* - one *dos* - two *tres* - three *cuatro* - four *cinco* - five *seis* - six *siete* - seven *ocho* - eight *nueve* - nine *diez* - ten *once* - eleven *doce* – twelve *rojo* – red *azul* – blue *verde* – green *negro* - black	*¿Qué color es?* *amarillo* - yellow *azul* - blue *blanco* - white *negro* - black *rojo* - red *verde* - green *naranja* - orange *violeta* - purple *y* - and	

HEAD **(Knowledge)**	• To know where Spain is. • To understand classroom instructions. • To know how to greet someone and make an introduction in Spanish. • To begin to receognise key phonemes in Spanish words. '**a**', '**o**'	• To have a basic knowledge about some Spanish festivities. • To know how to greet someone in Spanish. • To understand different feelings phrases. • To listen and join in with a Spanish finger puppet rhyme	• To name 7 classroom items in Spanish. • To understand about nouns and their gender (un/una). • Begin to recognise the verb 'to have' in first person present (**Tengo**). • To know numbers 1- 12 in Spanish. • To know how to make nouns plural.	• To recognise and sound out phonemes for letters '**u**' and '**z**', '**ñ**'. • To explain what a cognate is and suggest examples. • To know 7 colours in Spanish. • To understand people describing what colour different objects are.	• To point to a colour that matches a spoken word. • To say the names of some colours in Spanish. • To read and recognise descriptive phrases and match them to an image.	• To identify shapes with their name and colour in Spanish, placing the colour adjective after the noun. • To write or copy shape and colour names with accuracy. • To recall and produce some key vocabulary from memory.
HEART **(Values)**	Empathy Collaboration Respect Resilience Determination Excellence Honesty					
HANDS **(Skills)**	• I can recognise and respond to spoken classroom instructions. • I can greet someone in Spanish. • I can listen and recognise key phonemes '**a**', '**o**'	• I can introduce myself in Spanish. • I can recognise different greetings in Spanish. • I can understand different feelings phrases. • I can perform a puppet parade in Spanish.	• I can name school bag objects • I can identify if they are masculine or feminine nouns. • I can count to 12 in Spanish. • I can identify how a noun phrase changes in the plural form when describing classroom items. • I can construct a phrase using the negative form, no tengo – I do not have.	• I concentrate on my pronunciation. • I can read and understand sentences featuring the conjunctions *y* and *pero*. • I can describe what is in my school bag.	• I can recognise and name some colours in Spanish. • I can begin to describe shapes using colour adjectives.	• I can create and practise descriptive phrases orally. • I can read and recognise descriptive phrases I Spanish. • I can write a design brief using shape and colour vocabulary.

Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Weather and colours		Pets		Journey around Latin America	
Vocabulary	*el tiempo* – the weather *hace buen tiempo* – it is good weather *hace mal tiempo* – it is bad weather *hace calor* – it is hot *hace frío* – it is cold *hace sol* – it is sunny *hace viento* – it is windy *está lloviendo* – it is raining *está nevando* – it is snowing *está nublado* – it is cloudy *lunes* – Monday *martes* – Tuesday *miércoles* –Wednesday *jueves* – Thursday *viernes* – Friday *sábado* – Saturday *domingo* – Sunday *¿Qué tiempo hace …?* *el norte* – the north *el este* – the east *el sur* – the south *el oeste* – the west *azul* – blue *verde* – green *amarillo* – yellow *negro* – black *blanco* – white		*una mascota* - a pet *un perro* – a dog *un gato* – a cat *un conejo* – a rabbit *un pez* – a fish *una serpiente* – a snake *una cobaya* – a guineapig *un ratón* – a mouse	amistoso - friendly energético – energetic feroz - fierce grande - big lento - slow mono - cute obediente - obedient negra - black pequeño – small rápido - fast roja - red tímido - shy tranquilo - calm travieso - naughty	*¿Adónde vas? – Where are you going?* *voy* – I go *vas* - you *a* – a *lunes* - Monday *martes* - Tuesday *miércoles* - Wednesday *jueves* - Thursday *viernes* - Friday *sábado* - Saturday *domingo* – Sunday *¿Cómo vas?* – How are you? *en autobús* – by bus *en avión* – by plane *en barco* – by boat *en bicicleta* – by bicycle *en coche* – by car *a pie* – on foot *en tren* – by train	

HEAD (Knowledge)	• To know the 7 weather types in Spanish • To know days of the week in Spanish • To say what the weather is like on different days • To know the 4 compass points in Spanish	• To ask what the weather is like • To know 5 colours (blue, green, yellow, black, white) • To understand that some weathers use **hace** or **está**	• To know some animals in Spanish • To know that nouns have a gender and understand about indefininite articles (un/una) • To recognise the verb 'to have' in the second person present '**Tienes**'	• To understand that adjectives have to agree with the noun. • To read aloud using accurate pronunciation • To change intonation to differentiate between statements and questions.	• To locate and name the Spanish-speaking countries of Latin America on their maps; identifying the regions of Mexico, Central America and South America. • To ask the question **¿Adónde vas?** – Where are you going?, with appropriate intonation; recognise the difference between **voy a** – I am going and **vas a** – you are going; speak in short sentences with reasonable accuracy to describe where they or a partner are going. learning some lines by heart. • To ask the question **¿Cómo vas?** – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions **en** and **a** when describing travel.	• To repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week. • To write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week. • To use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation;
HEART (Values)	Empathy	Collaboration	Respect	Resilience	Determination	Excellence	Honesty
HANDS (Skills)	• I can name and identify types of weather in Spanish.	• I know which ones are 'hace' and which ones are 'está'	• I know some pets in Spanish.	• I know (and can use) some adjectives.	• I can identify and pronounce Spanish-	• I can say the days of the week as part of a sentence in Spanish.	

	• I can talk about the weather on different days • I know the 4 compass points in Spanish. • I can use accurate pronunciation when speaking aloud. • I can ask what the weather is like.	• I can recognise that the adjective comes before the noun in some weather phrases. • I know 4 colours in Spanish. • I can write a poem about the weather in Spanish./ compose a weather forecast script • I can perform my poem/ weather forecast in Spanish.	• I can apply previous learning to describe pets. • I can ask other people about their pets. • I can understand other people talking about their pets.	• I know that adjectives have to agree with the noun. • I can perform a short role play in Spanish.	speaking countries in Latin America. • I can speak in short phrases to describe travel plans. • I can recognise and use the prepositions en and a when describing travel.	• I can compose a travel diary in Spanish. • I can perform a travel diary in Spanish.

Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	In a Spanish café		Spanish portraits		Spanish celebrations	
Vocabulary	para – for beber – drink comer – eat quiero – want con – with por favor – please gracias – thank you Un agua (con gas) – a still (fizzy) water Un té – a tea Un zumo de naranja – an orange juice Un café solo – a black coffee Un café con leche – a white coffee Un chocolate caliente – a hot chocolate Una limonada – a lemonade ¿Qué quieres beber? – What do you want to drink? ¿Qué quieres comer? – What do you want toe at? Aquí tienes. – Here you go ¡Que aproveche! – What do you en joy?		*Tengo…* *los ojos*– I have…. eyes *(recap colours)* *el pelo* – hair *corto* – short *largo* – long *liso* – straight *ondulado* – wavy *rizado* – curly	*Llevo gafas – I wear glasses* *una barba – a beard* *un bigote – a moustache* *una boca – a mouth* *una ceja – an eyebrow* *una nariz – a nose* *una oreja – an ear* *Lleva.. – he/she wears* *Tiene…. – he/she has*	me gusta – I like me gusta mucho – I like it a lot no me gusta – I don't like it ¿te gusta …? – Do you like it? bailar – dance cantar – sing comer – eat correr – run dibujar – draw escuchar – listen hacer – do jugar – play lanzar – throw recibir – receive salir – go out tocar – perform ver – watch	
HEAD (Knowledge)	• To understand about café culture in Spain. • To recognise some foods and drinks in Spanish. • To form sentences to express what they want using **quiero.**	• To write and perform a typical café conversation. • To use accurate pronunciation when speaking aloud. • To vary tone to express emotion and engage an audience.	• To be able to describe what someone looks like. (hair and face) • To understand descriprions of other people (reading and listening)	• To use context to deduce the meaning of new vocabulary. • To be able to use the 3rd person of '**tener**' and '**llevar**' to talk about someone else. • To create a detailed written description of a portrait.	• To identify the meaning of festival-related vocabulary. • To use a bilingual dictionary to translate some verbs into Spanish.	• To identify appropriate nouns to give more detail about a particular action. • To write paragraphs describing what they like and dislike to do at specific

	• To ask others what they want using the question ¿**Qué quieres** …? • To use **por favor** – please and **gracias** – thank you when making polite requests. • To use greetings and courtesy phrases such as ¿**Qué tal?** – How are you? as part of a natural conversation.				• To express what they like and dislike to do. • To listen to spoken language and identify meaning. To name Spanish celebrations and say a bit about them.	
HEART (Values)	Empathy Collaboration Respect Resilience Determination Excellence Honesty					
HANDS (Skills)	• I can apply comprehension strategies and discover the meaning of new words. • I can make polite requests about what I want to eat and drink.	• I can identify conversational language. • I can perform, evaluate and improve a role play. • I can engage in conversations that involve making requests • I can write a role play script for a conversation.	• I know new vocabulary to do with hair and eyes. • I can apply colours to a new context. • I can understand descriptions of other people.	• I can use language detective skills to interpret meaning. • I can describe a portrait in Spanish.	• I can identify the meaning of vocabulary related to important Spanish festivals. • I can use a bilingual dictionary to look up the meaning of new verbs. • I can apply new and familiar vocabulary to express what I like and dislike to do.	• I can identify people's likes and dislikes during a festival. • I can create phrases describing actions in detail. • I can describe likes and dislikes at specific celebrations.

Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Clothes in Spain		Shopping in Spain		Food in Spain	
Vocabulary	*unos* - some *unas* – some *lleva* - he/she is wearing *¿Qué lleva?* - What is he/she wearing? *porque* – because *bonito* - pretty *cómodo* - comfortable *deportivo* - sporty *elegante* - elegant/ stylish/smart *formal* - formal *impermeable* - waterproof *suelto* - loose/baggy *tradicional* - traditional		*¿Dónde está?*- Where is..? *aquí* – here *al lado de* – next to *entre* – between *¿Cuánto/a/os/as?* – How much..? *¿Algo más?* – anything else? *un kilo de* – a kilo of *¿Cuánto es?* – how much is..?		*Me gusta(n)* – I like it (I like them) *No me gusta(n)* – I don't like it, (I don't like them) *Me gusta(n) mucho* – I like (it/ them) a lot *¿Te gusta(n)?* – Do you like? (it/them) *Le gusta(n)* – he/she likes (it/ them) *¿A quien le gusta(n)?* – Who likes? (it/them) *A John.* – John does *¿Qué me recomiendas?* – what do you recommend? *Te recomiendo* – I recommend *¿Qué te gusta(n) más: … o …?*- which do you like more:… or…..? *¿Qué tipo de … ?*- what type of..?	
HEAD (Knowledge)	• To be able to identify cognates and use the context to deduce the meaning of new words. • To know how to use a dictionary to look up unfamiliar words. • To know clothes in Spanish. • To know the rules to generate all forms of an adjective. • To apply adjectival agreement to describe clothing.	• To know how to describe an outfit and its purpose in multi-clause sentences using **porque** – because. • To create an outfit by following the description in a design brief accurately. • To be able to read or say sentences aloud using the correct pronunciation when giving a presentation.	• To recognise which part of a word is stressed; identify and apply pronunciation rules. • To build and say which phrases which include the use of prepositions. • To know how to ask how much something costs and answer using different amounts of money.	• To show understanding of grammar by choosing an appropriate question form. • To listen for key information from an extended dialogue. • To choose and use appropriate phrases to complete a shopping transaction	• To know some foods and drinks in Spanish. • To listen and select key information about food preferences. • To deduce meal choices by finding out about food preferences.	

HEART (Values)	Empathy Collaboration Respect Resilience Determination Excellence Honesty				
HANDS (Skills)	• I can describe clothes in Spanish. • I can identify the meaning of new words. • I can build sentences giving reasons for clothes choices.	• I can compose a detailed outfit description for a design brief. • I can understand other people describing outfits. • I can present information orally.	• I can explore pronunciation rules using vocabulary for food and market stalls. • I can describe the location of a market stall using prepositions. • I can express different amounts of money using numbers up to 100.	• I can express how much/how many using food vocabulary. • I can create and use dialogue for a shopping transaction. • I can adapt and use language structures for a shopping game.	• I can express likes and dislikes about singular and plural food items. • I can ask and answer questions about food likes and dislikes. • I can conduct an interview about food preferences.