



Hardingstone Academy

KS2 Spanish Curriculum Map (1) – Phase 1 2021-22



	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 (C) CH J Ñ LL RR	Phonetics 1&2 (C) CH J Ñ LL RR CA CE CI CO CU	Phonetics 1 to 3 (C) CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU	Phonetics 1 to 4 (C) CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU 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. 	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. 	Selection of Core Vocabulary lessons	Selection of Core Vocabulary lessons
Autumn 2	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. 	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. 	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. 	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.
	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. 	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. 	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. 	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).
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. 	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. 	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. 	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.
	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. 	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). 	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.
Summer 1	I Can (E) <ul style="list-style-type: none"> Recognise, use and remember 10 common Spanish verbs/activities. Use these verbs in the infinitive to make a short sentence starting with puedo . 	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). 	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. 	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.

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KS2 Spanish Curriculum Map (2) – Phase 1 2021-22



	Year 3	Year 4	Year 5	Year 6	
Speaking 	<ul style="list-style-type: none"> Learning to communicate with others using simple words and short phrases covered in the units taught. Being able to communicate our favourite season and why, what instrument we play, what fruits we like (and do not like), being able to order a specific quantity of vegetable using simple, transactional language like 'hello', 'please', 'I would like', 'how much' and 'thank you'. 	<ul style="list-style-type: none"> Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. 'I like apples but I do not like pears.' Being able to order an ice-cream. Presenting confidently on personal details. Age, name and where I live. Starting to move with increasing confidence from 1st person singular to 3rd person singular when talking about others. What he/she is called, how old they are and where they live. 	<ul style="list-style-type: none"> Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. 'I like apples but I do not like pears.' Being able to order an ice-cream. Presenting confidently on personal details. Age, name and where I live and provide extra information such as if I have a pet. Starting to move with confidence from 1st person singular to 3rd person singular when talking about others. What he/she is called, how old they are and where they live. 	<ul style="list-style-type: none"> Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units. Presenting confidently on personal details such as age, name and where I live but starting to move with confidence from 1st person singular to 3rd person singular and talking about others. What he/she is called, how old they are and where they live. Being able to communicate on what pets I have and do not have. What subjects I study at school and if I like them or not. Making presentations more interesting by saying if we like a particular subject or not and why. Saying the date and talking about the weather. Learning to make more personalised responses and recalling more of the foreign language from memory more easily and quickly. 	
Listening 	<ul style="list-style-type: none"> Learning to listen to the foreign language and enjoying short stories, nursery rhymes & songs. Starting to recognise and understand the meaning of familiar words and short phrases connected to the four seasons, commonly played musical instruments, common fruits and vegetables. 	<ul style="list-style-type: none"> Learning to listen more carefully to the longer passages and understanding more of what we hear by picking out key words and phrases covered in the units taught. For example, being able to understand which flavour ice-creams are ordered and whether they are in a cone or tub. How many scoops etc. 	<ul style="list-style-type: none"> Learning to listen more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Using our knowledge of Planets in English for example to unravel longer passages in the foreign language. 	<ul style="list-style-type: none"> Learning to listen more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Using our knowledge of Planets and WWII in English for example to unravel longer passages in the foreign language. 	
Reading 	<ul style="list-style-type: none"> Learning to read familiar words and short phrases more accurately and confidently by applying knowledge from 'Phonics Lesson 1'. Understanding the meaning in English of words and short phrases from the units covered. 	<ul style="list-style-type: none"> Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. 	<ul style="list-style-type: none"> Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. 	<ul style="list-style-type: none"> Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. 	
Writing 	<ul style="list-style-type: none"> Writing familiar words & short phrases introduced in the unit from memory but also learning to use a model or vocabulary list when we are unsure. EG: 'My favourite season is ...', 'I play the piano'. 'I like apples'. 'I do not like pears'. 'Can I have a kilo of carrots please?'. 	<ul style="list-style-type: none"> Writing longer sentences as more units, vocabulary and grammar is covered. Starting to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. What I have in my pencil case and what I do not have in my pencil case. 	<ul style="list-style-type: none"> Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Recalling core vocabulary more easily (numbers, colours, days of the week, months of the year etc) and using it when appropriate. 	<ul style="list-style-type: none"> Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. EG: A presentation or description of a typical school day including subjects, time and opinions. Recalling core vocabulary more easily (numbers, colours, days of the week, months of the year etc) and using it when appropriate. 	
Grammar 	<ul style="list-style-type: none"> Starting to understand the concept of noun gender and the use of articles. Nouns are always learnt with the article. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'. 	<ul style="list-style-type: none"> Understanding better the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introducing simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'My sister is called, and she is... years old. 'My brother is called and he is ...years old'. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...', 'I would like...', 'I am called...', 'I am' and 'I have' but also but also 'he/she is' and 'he/she has'. 	<ul style="list-style-type: none"> Learning to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understanding better the rules of adjectival agreement and possessive adjectives. How the gender of the noun can impact other words in a sentence. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...' 'I would like ...' 'I am called...' 'I am called...', 'I am' and 'I have' but also 'he/she is' and 'he/she has'. 	<ul style="list-style-type: none"> Improving our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like and WHY). Using opinions and justifications with more confidence. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...' 'I would like ...' 'I am called...' 'I am called...', 'I am', 'I have' and 'I study' but also 'he/she is' and 'he/she has'. 	
Topics 	Phonetics 1 (C) & I'm Learning Spanish (E)	Phonetics 1&2 (C) & Fruits (E)	Phonetics 1-3 (C) & selection of Core Vocabulary Lessons	Phonetics 1-4 (C) & selection of core vocabulary lessons	Autumn 1
	Seasons (E)	Vegetables (E)	Fruits (E)	Weather (I)	Autumn 2
	Musical Instruments (E)	Ice-Creams (E)	Ice Creams (E)	Family (I)	Spring 1
	Fruits (E)	Presenting Myself (I)	Presenting Myself (I)	Do you have a pet? (I)	Spring 2
	Vegetables (E)	Classroom (I)	Family (I)	WWII (P)	Summer 1
	I Can ... (E)	Family (I)	Planets (P)	School (P)	Summer 2

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KS2 Spanish Curriculum Map (1) – Phase 2 2022-23



	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. 	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. 	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 	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.
	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. 	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. 	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. 	Weather (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.
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. 	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). 	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. 	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.
	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. 	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. 	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. 	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
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. 	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. 	Habitats (I) <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. 	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.
	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. 	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. 	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. 	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.

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



	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.
Autumn 2	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.
	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 1	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.
	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.
Spring 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.

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KS2 Spanish Curriculum Map (1) – Phase 4 2024-25



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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. 	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. 	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.
Autumn 2	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). 	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.
	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. 	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. 	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.
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. 	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. 	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.
	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. 	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. 	Regular Verbs (P) <ul style="list-style-type: none"> Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding regular -er verbs like COMER. Conjugate easily and with clear understanding regular -ir verbs like VIVIR. Conjugate easily and with clear understanding regular -ar verbs like HABLAR.
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