

# Spanish Curriculum Map

	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> <li>The aim is to enjoy cultural difference through songs, stories and games (some of them are known by the children in English, making it more meaningful).</li> <li>We focus on Oracy strand (listening and speaking), listening to different sounds and words and learning how to pronounce them.</li> <li>Basic greetings, instructions and praise words.</li> <li>Nursery rhymes and songs.</li> <li>Phrase: "My name is...."</li> </ul>		
Nursery	Learning in Nursery focuses on fun exposure to the language: listening to, and joining in, rhymes, songs and games.		
Reception	<p><b>Topic: Colours</b></p> <p><b>Books:</b> <i>Un libro, Colores, Wow said the owl</i></p> <p><b>Games:</b> 4 corners, Colour cards, dominoes</p> <p><b>Activities:</b> Colouring a rainbow, Spanish Christmas card, getting your favourite colour balloon.</p> <p><b>Phrase:</b> "I like... (colours)"</p>	<p><b>Topic: Numbers 1 to 10</b></p> <p><b>Books:</b> <i>El papá que tenía 10 hijos, Los números en el circo, Counting 1 to 10, Ten wriggly caterpillars</i></p> <p><b>Game:</b> The tower.</p> <p><b>Activities:</b> Colouring Elmer by number, colouring spring pictures by counting dots</p>	<p><b>Topic: The parts of the body</b></p> <p><b>Dancing:</b> Chu chu wua, a little finger, head shoulders knees and feet</p> <p><b>Games:</b> Twister, 4 corners</p> <p><b>End of year activity:</b> The Monster (parts of the body, numbers and colours combined)</p>

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	Autumn	Spring	Summer
<b>Year 1</b>	<ul style="list-style-type: none"> <li>The aim is to enjoy cultural difference through songs, stories, videos and games, and familiarize children with the sounds and speech patterns of the new language, developing their memory skills.</li> <li>We focus on Oracy strand (listening and speaking), listening different words and phrases and learning how to pronounce them. The children also can recognize some familiar words in written form.</li> <li>The children start to produce the language by themselves creating their own sentences. They start to develop their confidence when speaking Spanish.</li> </ul>		
	<b>Topic: Numbers 1 to 20</b>  <b>Speaking - New conversation:</b> “What is your name?”, “What colour do you like?”, “How old are you?”  <b>Song:</b> Numbers 1-20	<b>Topic: Magic words (good manners), Days of the week</b>  <b>Book:</b> La pequeña oruga glotona (The Very Hungry Caterpillar)  <b>Speaking - New conversation:</b> “What day is it today?”  <b>Games:</b> Word search, matching cards, memory games.  <b>Role Play:</b> Days of the week and Good manners	<b>Topic: Fruits</b>  <b>Book:</b> La pequeña oruga glotona (The Very Hungry Caterpillar), Fiesta en la cocina (Kitchen Disco)  <b>Speaking - New conversation</b> “What fruit do you like? I like.../ I don’t like...”  <b>Grammar:</b> Awareness position noun and adjective (describing fruits with colours). Determiner “the awareness, Conjunction “and” for extend the answer.
<b>Year 2</b>	<ul style="list-style-type: none"> <li>The aim is to enjoy cultural difference and developing the children’s independence when using the new language learning some new vocabulary and basic grammar rules.</li> <li>Oracy strand (listening and speaking): listening new words and phrases and learning how to pronounce them.</li> <li>Literacy strand (Reading): The children also can recognize a wider range of words in written form. In Summer Term the children learn the sound of the vowels in Spanish and are able to read some simple familiar words.</li> </ul>		
	<b>Topic: The Farm Animals</b>  <b>Book:</b> La araña hacendosa (The very busy spider)  <b>Speaking - New conversation:</b> I like/ I don’t like... (animals).  <b>Grammar:</b> Gender of noun and adjective. Agreement noun and adjective awareness. Use of the determiner “the” (el, la). Position noun and adjective (describing animals using colours). Negative. Conjunction “but” for extending answers using negative.	<b>Topic: The House The Vowels in Spanish</b>  <b>Phonics:</b> The sound of vowels in Spanish  <b>Book:</b> Ricitos de oro (Goldilocks)  <b>Song:</b> Mi casa (My house)  <b>Grammar:</b> Gender of noun and adjective. Use of the determiner “the” (el, la). Some frequency verbs. Adjectives (size). Position noun and adjective (describing items by size) Prepositions of location (in, on, at).	<b>Topics: Hobbies</b>  <b>Speaking - New conversation:</b> I like...(hobbies)  <b>Listening activities</b>  <b>Grammar:</b> Frequency verbs. Negative.  <b>Simple written and listening activities</b>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>▪ The aim is to enjoy using a different language to communicate and learn the basic grammar rules.</li> <li>▪ We focus in both Oracy and Literacy Strands: speaking, reading, listening and writing.</li> <li>▪ We learn vocabulary and expressions that would use to talk about their daily life (meaningful to them)</li> <li>▪ We learn how to use a bilingual dictionary.</li> <li>▪ Year 3 Book of Vocabulary &amp; Activities for each child.</li> </ul>		
	<b>Topic: Greetings Mood</b>	<b>Topic: The Spanish Alphabet KS1 Review</b>	<b>Topic: MyTown (Describing places)</b>
	<p><b>Speaking: New conversation:</b> Greetings, Mood.</p> <p>We start the Topic <b>“The Spanish Alphabet”</b> after the Half Term Break.</p> <p><b>Written and listening activities</b></p>	<p><b>Phonics:</b> The consonants. Rules for reading and writing in Spanish.</p> <p><b>Reading</b> all the vocabulary that we learned in F2, Y1 and Y2.</p> <p><b>Writing and listening activities</b></p>	<p><b>Speaking - New conversation:</b> “The city has...” “The city is.....”</p> <p><b>Listening and writing activities.</b></p> <p><b>Grammar:</b> Indefinite article “a/an” (un, una). Frequency verbs “to be”, “to have”. Adjectives to describe places. Plural of nouns and adjectives awareness.</p> <p><b>Writing and listening activities</b></p>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>▪ The aim is to enjoy using a different language to communicate and learn the basic grammar rules.</li> <li>▪ We focus on the four communication skills: speaking, reading, listening and writing.</li> <li>▪ We listen to different Spanish accents and learn where Spanish is spoken all around the world.</li> <li>▪ Use of a bilingual dictionary.</li> <li>▪ Year 4 Book of Vocabulary &amp; Activities for each child.</li> </ul>		
	<b>Topic: Birthdays, Dates, Weather Numbers 1 to 100</b>	<b>Topic: Speaking Spanish World. Nationalities, Residence</b>	<b>Topic: Pets</b>
	<p><b>Speaking - New conversations:</b> “When is your birthday?”, “What day is it today?” “How is the weather like?”</p> <p><b>Game:</b> Christmas Bingo.</p> <p><b>Writing and listening activities</b></p>	<p>- 21 Countries where Spanish is the official language. Location, landmarks and traditions.</p> <p><b>Speaking - New conversations:</b> “Where are you from?”, “Where do you live?”</p> <p><b>Game:</b> El Juego de la Oca</p> <p><b>Writing activities</b></p>	<p><b>Speaking - New conversation:</b> “Do you have a pet?”, “I have...”</p> <p><b>Grammar:</b> Verbs “to have”, “to want”. Plural of nouns and adjectives. Definite article “the (el, la, los, las). Indefinite article “a/an, some” (un, una, unos, unas). Agreement of nouns and adjectives in both gender and number (describing pets with colours and sizes). Negative statements. (Pets: “I have... but I want...”)</p> <p><b>Writing and listening activities</b></p>

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<b>Year 5</b>	<ul style="list-style-type: none"> <li>▪ The aim is to enjoy using a different language to communicate and learn the basic grammar rules.</li> <li>▪ We focus on the four communication skills: speaking, reading, listening and writing.</li> <li>▪ We learn vocabulary and expressions that would use to talk about their daily life (meaningful to them)</li> <li>▪ Translation of basic texts and use of a bilingual dictionary.</li> <li>▪ Year 5 Book of Vocabulary &amp; Activities for each child.</li> </ul>		
	<b>Topic: Describing people (Physical Description/Clothes)</b>  <b>Speaking - New conversation:</b> “How is (someone) like?”, “What is (someone) wearing + colours?”  <b>Game:</b> Guess who?  <b>Grammar:</b> Verbs “to be”, “to have”, “to wear”. Plural of nouns and adjectives. Agreement of nouns and adjectives in gender and number.  <b>Writing and listening activities</b>	<b>Topic: The Family</b>  <b>Speaking - New conversations:</b> “Do you have siblings?”, “What is your (family member)’s name?”  <b>Grammar:</b> Verbs “to have”, “to be called”. Awareness of personal pronouns, basic prepositions and connectives  <b>Activity:</b> Designing your own Family Tree  <b>Writing and listening activities.</b>	<b>Topic: Holidays</b>  <b>Speaking - New conversations:</b> “Where are you going on holiday?” (holiday destinations), “When are you going?” (holiday calendar) “How are you going to travel?” (transport), “What do you have in your suitcase?” (holiday items)  <b>Grammar:</b> Immediate future  <b>Activity:</b> Writing your own postcard  <b>Writing activities and translations.</b>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>▪ The aim is the children are able to communicate and produce the new language on their own.</li> <li>▪ We focus on the four communication skills: speaking, reading, listening and writing.</li> <li>▪ We learn vocabulary and expressions that would use to talk about their daily life (meaningful to them)</li> <li>▪ Translation of short texts English/Spanish and Spanish/English.</li> <li>▪ Use of a bilingual dictionary.</li> <li>▪ Year 6 Book of Vocabulary &amp; Activities for each child.</li> </ul>		
	<b>Topic: School Subjects. Giving reasons when expressing opinion</b>  <b>Speaking:</b> “What School subjects do you like? Why?”  <b>Grammar:</b> Agreement of nouns and adjectives in gender and number. Determiners. Connective “because” to extend the answer giving reasons. Adjectives to describe school subjects.  <b>Writing and listening activities</b>	<b>Topic: Basic conjugation High Frequency Verbs</b>  <b>Grammar:</b> Basic conjugation of verbs in present simple; regular verbs (_ar, _er, _ir) and irregular verbs. Negative, Basic prepositions and connectives.  <b>Speaking/writing:</b> Creating your own new sentences using all the vocabulary you already know (nouns and adjectives).  <b>Reading/writing:</b> Translating texts English to Spanish and vice versa.  <b>Writing, listening and translating activities</b>	<b>Topic: In the Town - Ordering Food, Shopping &amp; Asking for directions.</b>  <b>Speaking:</b> “What are you going to eat/drink?”, “How much is it?”, “How do I get to...?”  <b>Grammar:</b> Verbs “to want”, “to eat”, “to drink”, “to cost”, “to go”.  <b>Workshops</b> managing euros and a map. Spanish Sixth Form pupils visiting BMA to run an additional workshop.  <b>Translating texts. Writing and listening activities</b>