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|  | **Castle Academy****KS2 Spanish Curriculum Map** |  |
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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Speaking | * To learn and repeat the key phonic sounds of the Spanish language
* To identify accents and understand their purpose
* To develop confidence in initiating a conversation in Spanish
* To introduce ourselves and greet others in a short conversation
* To ask questions using the second person pronoun E.g. *¿Tienes…? (Do you have…?) ¿Quieres…? (Do you want?)*
* To develop self-expression when speaking Spanish in role play scenarios
 | * To develop good pronunciation of key phonic sounds in familiar and unfamiliar vocabulary
* To confidently ask simple questions when having a short conversation in Spanish
* To understand and use exclamations in an exciting conversation (inviting someone to a party)
* To verbally describe a photo using nouns and adjectives in a list
* To use knowledge of the alphabet and phonic sounds to confidently spell names out loud in Spanish
 | * Confidently asking and giving the time in a short conversation
* Good pronunciation of familiar language
* To develop confidence in presenting to the class (in English) on a cultural investigation project
* Confidently give instructions in Spanish so peers can follow a routine
* To give opinions on your music preferences and present to a small group in Spanish
 | * To describe the weather in our own weather forecast
* To describe what you do in each season using complex sentences
* To build confidence presenting to the class in Spanish (weather forecast)
* To describe a photo using familiar vocabulary about a Spanish festival
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| Listening | * To identify the key phonic sounds in a range of taught and untaught vocabulary
* To listen carefully to peers in a conversation and respond accordingly
* To listen to a range of stories and songs in Spanish with familiar and unfamiliar language
* To develop confidence and listen for language patterns when listening to unfamiliar language
 | * To listen carefully to peers in a conversation and respond appropriately
* To identify and respond to familiar questions spontaneously
* To listen and join in to a familiar song in Spanish (Happy birthday)
* To understand a short text with familiar language and summarise in English
* To spell names accurately based solely on auditory input
 | * To listen carefully in order to accurately record times of the day
* To listen and understand other people’s opinions about sport and music
* To listen to our peers giving a presentation to give feedback and constructive criticism
* Understanding key phonic sounds for listening to unknown words in an authentic song
 | * To listen and respond confidently to familiar and unprepared questions
* To identify key facts in longer texts
* To listen to a longer text with positive and negative structures and answer questions in English about the text
* To listen to and understand a range of texts in different Hispanic accents
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| Reading | * To identify letters of the Spanish alphabet
* To associate key letter sounds with a visual word (*rr, ll, ch, v*)
* To read simple sentences in Spanish describing a familiar object (pencil case, animal)
* To understand a familiar story in Spanish (*La oruga hambrienta – The Hungry Caterpillar*)
* To re-order chunks of a story to demonstrate understanding
* To identify familiar and unfamiliar vocabulary from a menu
 | * To read and understand a simple party invitation
* To read compound sentences describing family members and summarise in English to show understanding
* To understand a familiar story in Spanish (*El nabo gigante – The Giant Turnip*)
* To re-order chunks of a story to demonstrate understanding
 | * To read short passages and answer simple questions in English about what we’ve read
* To read through longer texts in English and identify key facts that are relevant for the investigation
* To understand positive and negative opinions and identify these structures in short texts
* To develop confidence using a bilingual dictionary and search for the meanings of untaught vocabulary
 | * To identify features of a fact file and understand facts and figures about a Spanish town
* To read an authentic poem in Spanish and understand the key message
* To identify the features of a poem and explore a small range of Spanish poetry
* To read longer texts about Spanish festivals and discuss how these compare to English festivals
* To identify positive and negative statements and a range of connectives
* To use a dictionary confidently to use new, untaught vocabulary
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| Writing | * To copy familiar vocabulary with accurate spelling
* To write simple sentences using a list of familiar vocabulary
* To write simple sentences using nouns in the singular and plural form with support
* To describe nouns with adjectives
* To retell a familiar story in Spanish using a writing frame
 | * To write the date accurately in Spanish
* To understand the features of a party invitation and create our own, meeting the success criteria
* To describe shapes using adjectives and prepositions of place
* To use connectives (with support) to write compound sentences to describe a monster
* To write a short passage (with support) to describe our family
 | * To produce a combination of simple and compound sentences to describe what we eat
* To use expressions of frequency to add detail to our written work
* To begin to use a range of pronouns to talk about what other people eat/play/like/dislike
* To give justified opinions (with support) using *porque*
* To use a small range of adjectives to support your opinions
 | * To summarise facts and use them in a fact file about a Spanish town
* To use a range of connectives to link different ideas
* To give justified opinions using a range of opinion phrases about a Spanish/UK celebration
* To create a longer text describing and giving our opinions on a Spanish festival using a range of language structures
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| Grammar | * Key phonic sounds
* Key verbs: *tener, hay, querer, ser* (first, second and third person pronoun)
* Gender of nouns (implicit)
* Nouns ending in a vowel
* Nouns in the plural form
* Indefinite articles (*un/una/unos/unas*)
* Adjective agreement (implicit)
 | * Confident use of first and second person pronoun to ask and answer questions
* Expressing exclamations in Spanish
* Adjective position and agreement
* Third person pronoun to describe someone else
 | * Question words
* Giving opinions with the definite article
* AR regular verb conjugation (*desayunar, practicar, tocar)*
* Expressions of frequency
* Verbs for instructions
* Justifying opinions with *porque*
 | * *Hay/hace* for weather expressions
* Adjective agreement
* *Mucho/a/os/as*
* Giving justified opinions using a range of opinion phrases and adjectives
* Range of connectives
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| Topics | * Introducing ourselves
* Numbers 1-20
* Items in the pencil case
* Christmas in Spain
* Animals (pets & wild)
* Colours
* Food and snacks
 | * Numbers 20-30
* Days of the week, months of the year, seasons
* Birthday and party
* Shapes
* Parts of the face and body
* Family members
* Physical features (hair and eye description)
 | * Numbers 1-60
* Telling the time, including asking for and giving the time
* Mealtimes: describing what you eat, your likes and dislikes, frequency of eating habits
* Sports: opinions, sporting habits and creating our own routine
* Talking about our music preferences, instruments and introduction to Hispanic music
 | * Weather description and forecast
* Seasons and activities
* Geographical features of Spain
* Describing places in the town
* Spanish festivals
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| **Every child deserves to be the best they can be** |