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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** | | | | |