Curriculum Map - Languages (Spanish)

Curriculum Area: **Languages (Spanish)**

Curriculum Intent:
At Hilldene Primary School we use Language Angels approach to teaching languages to pupils in KS1. This ensures we offer a relevant, broad, vibrant and foreign languages (Spanish) curriculum that will inspire and excite our KS2 pupils using a wide variety of topics and themes.

All pupils will be encouraged to have high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting requirements of the national curriculum.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. We want all pupils to develop a genuine interest and positive curiosity about Spanish, finding it enjoyable and stimulating.

Learning a second language at school will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

	Year 3	Year 4	Year 5	Year 6
Listening	**Skills taught:** To listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught	**Skills taught:** To learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	**Skills taught:** To listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	**Skills taught:** To listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
	Knowledge taught: To be able to identify repeated	**Knowledge taught:** To be able to identify key words	**Knowledge taught:** To be able to begin to	**Knowledge taught:** To be able to understand

	refrains (short words or phrases) that are heard.	and phrases from hearing words/phrases spoken.	understand longer phrases by listening to what has been said.	familiar words in Spanish and be able to make sensible suggestions of translations.
	Year 3	**Year 4**	**Year 5**	**Year 6**
Speaking	**Skills taught:** To be able to communicate with others using simple words and short phrases covered in the units.	**Skills taught:** To be able to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	**Skills taught:** To be able to communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	**Skills taught:** TolLearn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
	Knowledge taught: To know key words and phrases to communicate some understanding with others (content includes greetings, instruments, fruits, vegetables, ice-cream and I am able to… and I know how to …).	**Knowledge taught:** To know key words and phrases to communicate understanding with others (content includes seasons, vegetables, my family, in the classroom, in a cafe, restaurant and tea room).	**Knowledge taught:** To know key words and phrases to communicate understanding with others (content includes family, the date, weather, pets, in the home and habitats).	**Knowledge taught:** To know key words and phrases to communicate understanding with others (content includes the dates, pets, clothes, at school, during the weekend and the VIkings).
	Year 3	**Year 4**	**Year 5**	**Year 6**
Reading	**Skills taught:** To be able to read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'.	**Skills taught:** To be able to read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'.	**Skills taught:** To have increased knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	**Skills taught:** To be able to decode unknown language using bilingual dictionaries.
	Knowledge taught: To know the pronunciation of the phonetic sounds in Spanish.	**Knowledge taught:** To embed understanding of pronunciation of phonetic	**Knowledge taught:** To understand longer passages in the foreign language and	**Knowledge taught:** To be able to tackle unknown language with increased

	Understand the meaning in English of short words I read in the foreign language.	sounds in Spanish. Understand most of what we read in the foreign language when it is based on a familiar language.	start to decode the meaning of unknown words using cognates and context.	accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.
	Year 3	**Year 4**	**Year 5**	**Year 6**
Writing	**Skills taught:** To be able to write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	**Skills taught:** To be able to write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	**Skills taught:** To be able to write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required	**Skills taught:** To be able to 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. To start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
	Knowledge taught: To know how to write/spell familiar words and phrases that have been taught with some phonetic awareness.	**Knowledge taught:** To know how to write/spell familiar words and phrases that have been taught with increasing awareness.	**Knowledge taught:** To know how 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.	**Knowledge taught:** To know how to use verbs, connectives, adjectives and possessive adjectives within pieces of writing.
	Year 3	**Year 4**	**Year 5**	**Year 6**
Grammar	**Skills taught:**	**Skills taught:**	**Skills taught:**	**Skills taught:**

	To use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…'.	To begin to identify simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have…' or 'In my pencil case I do not have...'.	To have an understanding of the rules of adjectival agreement and possessive adjectives. To start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	To become familiar with a wider range of connectives/conjunctions and to be more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
	Knowledge taught: To start to understand the concept of noun gender and the use of articles.	**Knowledge taught:** To better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').	**Knowledge taught:** To know gender nouns and know how to use and recognise the terminology of articles (EG: definite, indefinite and partitive).	**Knowledge taught:** To consolidate 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).

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Vocabulary Progression (by unit of work)

Year Group / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Phonics:** pronunciation of phonetic sounds **I am learning Spanish: greetings** ¡Hola! ¡Buenos días! estoy bien ¡Adiós!/ ¡Hasta luego! Me llamo… más o menos **Colours:** marrón verde blanco gris azul morado **Numbers:** uno dos tres cuatro cinco seis siete ocho nueve diez	**Animals:** un caballo un ratón un cerdo un león un conejo un pájaro una oveja una vaca un mono un pato	**Instruments:** el arpa el clarinete el violín la trompeta la flauta el piano el triángulo la guitarra la batería	**I am able to:** bailar cocinar montar en bicicleta Saltar tocar un instrumento patinar dibujar nadar hablar español	**Vegetables:** los tomates los guisantes los calabacines las zanahorías l as judías verdes los champiñones las patataslas cebollas las espinacas las berenjenas **Fruits:** una manzana una cereza una ciruela una fresa un melocotón una naranja una peraun kiwi un plátano un albaricoque	**Ice Cream:** un helado de - - Vainilla - Fresa - Plátano - Menta - Pistacho - Chocolate - Café - Limón - Caramelo - mora una bola dos bolas tres bolas

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4	**Seasons:** el invierno la primavera el verano el otoño nieva hace frío hace calor las flores crecen los pájaros cantan los árboles pierden sus hojas Hace sol	**Vegetables:** los tomates los guisantes los calabacines las zanahorías l as judías verdes los champiñones las patataslas cebollas las espinacas las berenjenas	**Myself:** galés Inglés Irlandesa español galesaescocés Españo irlandés Inglesa ¡Hola! ¡Buenos días! ¡Adiós!/ ¡Hasta luego! Estoy bien Estoy mal. Más o menos. Me llamo…	**My Family:** la madre el padre el hermano la hermana la abuela el abuelo la tía el tío	**In the Classroom:** un cuaderno un sacapuntas un lápiz una mochilauna regla una barra de pegamentouna goma una calculadora la clase un estuche unas tijeras un lápiz	**At the cafe:** un bocadillo de jamón unos calamares un bocadillo de queso un pastel de limón una tortilla de patatas una ensalada mixtauna crema catalanauna paellaunos churros una tarta de chocolateunas gambasunas croquetasunas patatas bravas

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5	**My Family:** la madre el padre el hermano la hermana la abuela el abuelo la tía el tío	**The Date:** **Days of the week:** lunes jueves martes miércoles viernes domingo **Months:** enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	**Weather:** nieva hace frío hace calor las flores crecen los pájaros cantan los árboles pierden sus hojas hace sol	**Pets:** un perro un gato un ratón un hámster una tortuga un conejo una cotorra	**My home:** una casa en la ciudad en la costa un piso en la montaña en el campo en un pueblo un salón un lavadero un dormitorio un despacho un cuarto de baño un garaje una cocina un sótano un jardín un comedor	**Habitats:** El oso polar sol refugio agua aire el desierto el campo el océano el Ártico la selva tropical el tiburónel conejo El oso polarel mono araña el camello los cactus las algas **Romans:** Diana Marte Mercurio Jupiter Venus Saturno Apolo los Senadores los Plebeyos los esclavos Me pongo una toga Me pongo una túnica Como carne Como sopa No voy a la escuela Voy a la escuela los baños romanosla calefacción centrallos acueductos la calzada romana los puentes romanos

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6	**The Date:** **Days of the week:** lunes jueves martes miércoles viernes domingo **Months:** enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	**Pets:** un perro un gato un ratón un hámster una tortuga un conejo una cotorra	**Clothes:** un traje de baño una gorrauna una camiseta un abrig una chaqueta una falda una bufanda una camisa un suéter unos guantes unas medias unas sandalias unas botas unas gafas una blusa	**At School:** la música las matemáticas el inglés el arte la informática la historia la educación física la geografía el españollas las ciencias	**At the weekend:** Me levanto. Desayuno Voy al cine Leo Juego al fútbol Juego a videojuegos Voy a la piscina Veo la tele Escucho música Voy a dormir	**Vikings:** alto alta bajo baja largo corto No tengo el pelo ni largo ni corto liso rizado ondulado moreno gris castaño rubio me levanto pesco como rezo Saqueo exploro Lucho verdes marrones azules