

Spanish Curriculum Map

The overall curriculum map for KS2 Spanish has the following design:

- **Time allocation (realistic yet optimal)**
 - 60 minutes per week in total
 - a 30-minute lesson
 - five mini follow-ups (4 of 5 minutes, 1 of 10 minutes)
- **The three strands**
 - phonics and grammar repeat in Y3 & 4 and then again in Y5 & 6
 - vocabulary varies (so that lessons themselves are different)
- **Structure (4-year consecutive or 2-year rolling)**
 - the repetition of phonics and grammar content together with the variation in vocabulary makes it possible for the years Rojo and Amarillo to be completed in either order and the same for Azul and Verde



The topics, phonics and grammar are the same for both cycles. The content of the cycles varies by the specific vocabulary and the context in which it is taught. For example, in Year 3/4 Autumn 1 in one lesson of Rojo *Sophía habla con el Señor Valero* (Sophia talks with Mr Velero) and in Amarillo *Quique habla con Mamá* (Quique talks with mum). For more detail about the SOW have a look at the language progression document and the termly SOW excel documents.

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Year 3/4 (Amarillo and Rojo)		Year 5/6 (Verde and Azul)	
Autumn Term:		Autumn Term:	
<p>Autumn 1 Topic: Describing me and others</p> <p>Autumn 2 Topic: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p>Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>		<p>Autumn 1 Topic: Describing me and others</p> <p>Autumn 2 Topic: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	

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Spring Term:	Spring Term:
<p>Spring 1 Topic: Saying what I and others do</p> <p>Spring 2 Topic: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] [que] [qui]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12</p> <p>Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>	<p>Spring 1 Topic: Saying what I and others do</p> <p>Spring 2 Topic: Saying where you are going and what there is there</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>
Summer Term:	Summer Term:
<p>Summer 1 Topic: Saying what I and others do</p> <p>Summer 2 Topic: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences)</p>	<p>Summer 1 Topic: Saying what activities I and others do</p> <p>Summer 2 Topic: Saying what I and others like/dislike, want and have to do</p>

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taught this term are: [l] [ll] [ga] [go] [gu] [que] [qui]

Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12

Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles

Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.

Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for

Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar|odiar, querer | deber | poder (singular) + infinitive, revisit intonation and WH- questions