



KS2 Spanish Curriculum Map - Overview



Why Teach Spanish?

Learning another language is an integral skill in thriving in a growing, global world. Proficiency in a second language will give learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners' first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.

5 Themes of our Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through five 'big ideas' to enable pupils to build schemata of important concepts

Me, my family & friends



School Life & Daily Routines



Hobbies & Interests



The World Around us



Culture, food, and history



Learning Spanish – The key aims of our language curriculum

Pupils learn the Spanish language in its spoken and written forms. Spanish is produced and understood through speaking, listening, reading and writing. Through these core approaches, we teach pupils how phonics (the relationship between sounds and letters), grammar and vocabulary combine so pupils understand and produce ever more complex language.

Recognise and use phonics with accuracy	To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy.
Understanding and application of grammar	To learn important foundations of another language such as the grammatical aspect of learning the gender of words.
Retrieval skills and vocabulary retention	To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally).
Listening and reading for gist	To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning.
Successful communication Skills	To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written.

Linguistic skills we develop:

Speaking

Listening

Reading

Translating

Writing

Intercultural Understanding

How we assess pupils' learning of the Spanish curriculum

Teachers assess pupils' learning of the curriculum on an ongoing basis. In lessons, they check pupils can remember and use the phonics, grammar and vocabulary accurately and can communicate and understand others using the Spanish language.

Understanding of each unit is assessed through an end of unit assessment of speaking, listening, reading and writing.

Example assessment:

Name: _____ Date: _____ Class: _____ Unit: Los animales

<p>Speaking Exercise</p> <p>Can you say any of the following in Spanish?</p> <p>a lion</p> <p>a mouse</p> <p>I am a lion.</p> <p>I am a mouse.</p> <p>I am a monkey.</p>	<p>Listening Exercise</p> <p>From the PowerPoint slide, write the numbers that match the different animals you hear mentioned.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Reading Exercise</p> <p>Can you draw a line from any of the following words to the correct picture?</p> <p>un león</p> <p>un cerdo</p> <p>una vaca</p> <p>un mono</p> <p>un pájaro</p>	<p>Writing Exercise</p> <p>Can you write any of the following phrases in Spanish?</p> <p>a rabbit</p> <p>a horse</p> <p>a sheep</p> <p>I am a duck.</p> <p>I am a mouse.</p>

Word Bank

Soy	un mono	un cerdo	un pato	un conejo
un pájaro	un caballo	un león	una oveja	un ratón
un cerdo				

Leaders and other staff regularly review pupils' work in their books, and meet with groups of pupils to check that they are learning the planned curriculum against the key knowledge and skills set out in our curriculum.

We also evaluate pupils' attitudes to learning to check they enjoy and value their lessons in this subject.



KS2 Spanish KS2 Spanish Curriculum Map – Key Aims Progression



	Year 3	Year 4	Year 5	Year 6
Recognise and use phonics with accuracy	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	B V CC QU Z
Listening and reading for gist	<p>----- Increasing complexity based on the level of language used in the material -----></p> <ul style="list-style-type: none"> exploring the patterns of language through songs and rhymes listening attentively to short conversations and showing understanding by joining in and responding reading carefully and showing understanding of words and phrases in a familiar text 			
Retrieval skills and vocabulary retention	<p>----- Key vocabulary is identified for each unit (see later page) -----></p> <p>Vocabulary is progressive and not limited to the vocabulary lists. Retrieval of this should be consistent, regular and cumulative.</p>			
Understanding and application of grammar	<ul style="list-style-type: none"> key phonic vowel and consonant sounds the gender of nouns 	<ul style="list-style-type: none"> adjectives and how to ensure that these agree word order and how this differs to English 	<ul style="list-style-type: none"> high-frequency verb conjugations of regular and most common irregular verbs conjunctions and sequencers to order and link ideas opinion phrases and how to justify these to give more detail 	
Successful communication Skills	<ul style="list-style-type: none"> developing accurate pronunciation and knowledge of key phonic sounds so that speech is clear and understood speaking in sentences, using familiar language and basic language structures engaging in conversations, asking questions 		<ul style="list-style-type: none"> presenting ideas and information clearly to a range of audiences in the target language seeking help and clarification 	<ul style="list-style-type: none"> writing extended sentences from memory and adapting familiar structures to include new language

National Curriculum Programme of Study – Unit objective Mapping		Year 3						Year 4						Year 5						Year 6					
		A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2
Listening	Listen attentively to spoken language and show understanding by joining in and responding.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.		✓	✓			✓	✓		✓	✓	✓						✓							✓
Speaking	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading	Present ideas and information orally to a range of audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Read carefully and show understanding of words, phrases and simple writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Appreciate stories, songs, poems and rhymes in the language.			✓			✓	✓		✓	✓	✓												✓	✓
Writing	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grammar	Describe people, places, things and actions orally and in writing.									✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓		✓			✓	✓	✓	✓